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ABSTRACT

A project produced and disseminated to adult basic and literacy education practitioners in Pennsylvania a newsletter containing relevant information designed to meet their professional development and awareness needs. It prepared and disseminated an 8-12 page newsletter for the months September 1993 through June 1994. Information contained in the newsletter came from a variety of sources including: conferences, workshops, regional staff development centers, state government offices, other professional newsletters, adult education clearinghouses and professional publications, Pennsylvania Adult Literacy Resource Centers, national professional adult education and literacy clearinghouses, national professional organizations and individuals, and U.S. government offices. The newsletter was mailed to 3,000-3,500 adult education practitioners each month. On the basis of responses from readers and an analysis of the content and format of the newsletters, project staff recommended an expansion to 12 pages each month and changes to enhance its readability and attractiveness. (Ten issues of "What's the Buzz?" are attached. Articles are on these topics: state adult literacy resource centers, regional staff development centers, Adult Basic and Literacy Education (ABLE) Bureau information and personnel, Pennsylvania ABLE programs and practitioners, Pennsylvania adult students, professional development, grant information, conferences and workshops, professional organizations and coalitions, and publications.) (YLB)

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ED 395 098

FINAL REPORT

Project # 099-4013

Submitted to: The Bureau of Adult Basic and Literacy Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

By: Adult Education Linkage Services
Box 214
Troy, PA 16947

"WHAT'S THE BUZZ?"

Pennsylvania's Adult Basic and Literacy Education Dissemination Newsletter

1993-1994

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE 067 662

Title Page

Project: "What's the Buzz?"--Pennsylvania's Adult Basic and Literacy Education Newsletter.

Project Director/Editor: David W.Fluke

Grantee: Adult Education Linkage Services
Box 214
Troy, PA 16947
Voice: (717) 596-3474
FAX: (717) 596-4222

Duration: July 1, 1993-June 30, 1994

Project Number: 099-4013

Federal Amount of Grant: $43,419

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Abstract Page

Title: **"What's the Buzz?"--Pennsylvania's Adult Basic and Literacy Education Dissemination Newsletter.**

Project No.: 099-4013 Funding: $43,419

Project Director: David W. Fluke Phone No.: (717)596-3474

Contact Person: **Same**

Agency Address: Adult Education Linkage Services
Box 214, Troy, PA 16947

Purpose: The purpose of the project was to produce and disseminate to adult basic and literacy education practitioners in Pennsylvania a newsletter containing relevant information designed to meet the professional development and awareness needs of these practitioners.

Procedures: The project prepared and disseminated an 8-12 page newsletter for the months September, 1993 through June, 1994. Information contained in the newsletter came from a variety of sources including conferences, workshops, regional staff development centers, state government offices including the Bureau of Adult Basic and Literacy Education, other professional newsletters, adult education clearinghouses and professional publications, the Pennsylvania Adult Literacy Resource Centers, national professional adult education and literacy clearinghouses, national professional organizations and individuals, U.S. Government offices and others. Material was prepared in a readable format and the newsletter was mailed to between 3,000 and 3,500 adult education practitioners each month.

Summary of Findings: Although not a research project, feedback from readers throughout the state indicates the need for such a dissemination instrument to keep adult education practitioners informed.

Comments: On the bases of responses from readers and an analysis of the content and format of the newsletter, we have recommended an expansion to 12 pages each month and the use of "cosmetic" printing features to enhance the readability and attractiveness of the newsletter.

Products: 10 issues of the newsletter.
Final report.

Descriptors:

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FINAL REPORT

"What's the Buzz?"--1993-94.

Introduction

The preparation and dissemination of a statewide newsletter for adult education practitioners in Pennsylvania began from the identification by the Pennsylvania Adult Education State Plan Task Force for the need for such a dissemination instrument.

As Adult Education Staff and Professional Development is assuming an ever-important role in Adult Basic and Literacy Education (ABLE) in Pennsylvania, the need for instruments through which to disseminate information to adult education practitioners assumes a parallel role of importance.

The newsletter is a viable, appropriate dissemination instrument for adult educators in Pennsylvania, the majority of whom are part-time employees in adult education with demands of other full-time jobs. With a newsletter such as "What's the Buzz?" we have been able to disseminate monthly information to adult educators throughout the state including information designed to keep them current on events and developments in the field in a format and style which are conducive to the attention of adult educators.

Many readers tell us that, because of the geography of our state and their remoteness, both geographic and professional, our newsletter not only keeps them informed but makes them feel they are part of their profession.

The newsletter was published and disseminated for the months of September, 1993 through June, 1994.

In addition to support staff in printing and computerized mailing listings, key personnel include the project director/editor and an associate editor.

We would suggest adult educators interested in producing such a newsletter would benefit from this report including the 10 issues of the newsletter attached.

In addition to many of the between 3,000 and 3,500 adult educators in Pennsylvania who received the newsletter and tell us they keep them in a special file, copies are permanently filed at the regional staff development centers and either of the Pennsylvania Adult Literacy Resource Centers: Harrisburg-AdvancE, 11th floor, 333 Market Street, Harrisburg, PA 17126-0333 (800) 9922283(in-state) or (717) 783-9192 (out of state); Gibsonia-Western Pennsylvania Adult Literacy Resource Center, 5347 William Flynn, Rt. 8, Gibsonia, PA 15044 (800)446-5607, ext. 216 or (412) 961-0294, ext. 216.

Oversight for the project was provided by the Pennsylvania Bureau of Adult Basic and Literacy Education, 12th floor, 333 Market Street, Harrisburg, PA 17126-0333, (717) 787-5532.

Monthly copies are disseminated to all state Chiefs of Adult Education and copies may be available at those offices.

FINAL REPORT

"What's the Buzz?" 1993-94

Body of the Report

The problem: Because of the small percentage of adult educators in Pennsylvania who attend fall workshops, summer institutes, the midwinter Conference and workshops conducted by the regional staff development centers and because of the failure of many adult basic and literacy education programs to provide comprehensive, on-going programs of staff and professional development, some technique, device or instrument is needed to disseminate important information to adult basic and literacy education professionals throughout the state.

In developing such an instrument, consideration must be given to the peculiar nature of the time and energies available to Pennsylvania adult educators to devote to their profession. For the most part these are persons with other full-time jobs and many with family and community commitments.

The newsletter has proven to be an appropriate dissemination instrument which fulfills the need of keeping adult educators in Pennsylvania informed as to topics designed to enhance their professional development and keep them informed as to activities in their profession. Although not planned as a goal, we are also finding the newsletter provides for adult educators throughout the state a feeling of continuity and belonging to their profession.

Goals and Objectives

1. To prepare an 8-10page general newsletter containing information relevant and pertinent to adult basic and literacy education practitioners in Pennsylvania.

2. To include as newsletter content information and articles from the staff of the Bureau of Adult Basic and Literacy Education, adult basic and literacy education programs and program personnel throughout the state, statewide and regional conferences and workshops, the U.S. Division of Adult Education and Literacy, professional organizations such as the Pennsylvania Association for Adult Continuing Education, the American Association for Adult and Continuing Education and the Commission for Adult Basic Education, research sources such as ERIC, AdvancE and other adult basic and literacy education clearinghouses, other adult basic and literacy education newsletters and whichever other sources in the field of adult basic and literacy education that generate news and information of importance to our readers.

3. To prepare the newsletter in a format which encourages recipients to read the articles contained in the newsletter.

4. To maintain a comprehensive up-to-date mailing list of as many adult basic and literacy educators (program directors, tutors, teachers, volunteers, counselors, etc.) in Pennsylvania as can be identified, such mailing list to be free of duplication.

5. To carry on such activities as are appropriate to adding new names of adult educators to the mailing list, such activities to include soliciting names at fall workshops and other professional events.

6. To disseminate the newsletter by mail to between 3,000 and 3,500 adult educators in Pennsylvania for the months September through June with mailing to take place during the first week of each month Newsgathering and research for the newsletter are ongoing processes which we deal with throughout the year. Content is designed to keep our readers informed as to current happenings and developments in adult education as well as providing relevant information which they can use to improve the quality of their adult education services and meet the requirements of their students, communities and state and federal adult education regulations.

Editing the newsletter demands a great deal of time in writing, re-writing and working with the information and materials so it fits the mold of a newsletter for adult educators. A not insignificant consideration in this regard is to produce information that is read in a format that attracts adult educators.

The final consideration is dissemination of the newsletter. As we have developed an extensive mailing list from 400 when we began to now more than 3,300 adult educators, logistical problems connnected with printing and mailing have arisen. We have established a mailing deadline of the lst week of each month for the 10 months we publish and this requires careful monitoring of our activities and time as well as those of our printer.

We are pleased to report that, in the minds of staff members working in the project and on the basis of subjective and objective evaluation from our readers and others, we have met the objectives established at the beginning of the project and, in some instances, exceeded the standards set.

Objective 1: We prepared and disseminated seven 8-page issues, one 10-page issue, and two twelve-page issues.

Objective 2: We printed the following:

Topic	Number of Articles
State Adult Literacy Resource Centers	12
Regional Staff Development Centers	45
ABLE Bureau information and personnel	19
Pennsylvania ABLE programs	18
Pennsylvania ABLE practitioners	36
Pennsylvania adult students	14
Professional Development	
Various topics	19
Testing & Assessment	2
Family Literacy	5
Workplace Literacy	3
Homeless	2
ESL	8
Learning Handicaps	8
Multi-cultural	4
Corrections	1
Technology	4
Section 353 projects	5
Grant information	6
Conferences and Workshops	24
Professional Organizations & Coalitions	6
Publications (general)	58
Calendar dates	426

Our objectives relative to the mailing list and dissemination activities were also met. At present we are distributing to 3,409 adult educators and are experiencing a increase in persons on the mailing list between 8 and 10% per year.

EVALUATION

Informal (Subjective): We are continually receiving comments from readers we meet at fall workshops, conferences, etc. and, although we do not "log" these, we consider them carefully and use them as a "quality control" to our more objective methods of evaluation.

Nearly all persons with whom we speak at meetings, conferences, workshops, etc. tell us they read "What's the Buzz?" "from cover to cover" and appreciate receiving it. They tell us it keeps them informed and aware of what is happening in Adult Basic and Literacy Education in Pennsylvania.

Quasi Formal evaluation is ongoing with a tabulation of reader comments which are sent us in the mail. Each letter is filed and, if not quoted in entirety, is synopisized in reports such as this. As with informal comments, nearly all letters received contain positive comments about the newsletter.

Examples:

" As always, I enjoy reading my copy of your newsletter. It is a blend of the 'right stuff' and I feel 'in touch' with adult educators and literacy providers across the state.- Pamela Weinberg, Harrisburg School District.

"We would appreciate a copy of "What's the Buzz?" for each of our staff members. We appreciate it." - Mary Schmidt, Reading Area Community College.

"Thank you for all the coverage you give both my activities and those of NASSLN and keep up the good work."- Dr. Richard Cooper, Bryn Mawr.

Evaluation (2)

"Many thanks for publicizing our activities. We really appreciate your support. Your newsletter is very important to us and the adult educators in our region. Keep up the great work!"-Jane Ditmars, Region 7 Staff Development Center.

"Saturday afternoon at the workshop a very nice lady approached me about 'What's the Buzz?'. She saw my name tag and thought I was the editor. She was full of praise for The Buzz."- Don Lunday, ABLE Bureau.

"Thank you for being so good to us."-Chris Kemp, Western Pennsylvania Adult Literacy Resource Center.

"We enjoy the Newsletter, 'What's the Buzz?', very much."-Lois Heart, Huntingdon, PA.

"Has anyone told you lately that you're doing a great job? Thanks for that."-Gail Leightely, Project STAR, CIU 10 Staff Development Center.

Formal (Objective) evaluation was effected by including a return postcard in copies of our May, 1994 issue. These postcards are mailed by the readers to a third party with no program nor fiscal connection to "What's the Buzz?" nor our parent organization, Adult Education Linkage Services. Sherry Spencer conducted this third party evaluation for 1993-94. Sherry is Director of the Bredford-Wyoming Counties Literacy Council and past-president of Tutors of Literacy in the Commonwealth (TLC).

Evaluation (3)

Sherry's report is included in this final report. A tabulation of readers' comments (from a small sample) shows 45% giving us the highest rank (5)in "News and Information Content" with another 35% giving us a 4. 86% gave us a 5 or 4 in the area of "Usefulness of Information" and 86% ranked us at a 5 or 4 in "What's the Buzz Meets My Needs as an Adult Educator."

In a more extensive survey of all persons on our mailing list with 724 or 24% providing usable responses, 78% gave us the highest two ranks in the usefulness to their work in adult education of the information in "What's the Buzz?".

Some comments received in this latter survey which was conducted in Winter, 1993-94 included:

"One workshop was held this fall in Altoona and I only learned about it from 'What's the Buzz?'"

"'What's the Buzz?' is useful news and information on what's going on around the state."

"'What's the Buzz?' is the best place to look for just about any ABLE and/or PDE program information. I read it from cover to cover the minute it arrives. Thanks!"

DISSEMINATION

A per the requirements of the Bureau of Adult Basic and Literacy Education, 11 copies of this report along with sets of 10 issues of the newsletter, are being forwarded to the Bureau at 333 Market Street, Harrisburg, PA 17126-0333. We understand copies will be distributed to the two state Adult Literacy Resource Centers (see p. 2) and to each of the regional staff development centers.

Conclusions

On the basis of 13 years of preparing and disseminating "What's the Buzz?" we feel the newsletter is essential to the professional development of adult educators in Pennsylvania.

We have recommended additional funding be added to enable us to enlarge our mailing list and include more adult educators in the state (we believe we are reaching approximately 90% of the paid, non volunteer adult education practitioners now).

We would also like to enlarge the number of pages in the newsletter to enable us to emphasize the professional development aspect of our publication by zeroing in upon a particular topic of professional development concern in each issue and treating it appropriately without deleting the types of information we are presently printing.

Lastly, we should improve the format of the publication in an effort to reach those who read the newsletter cursorily or not at all. This is the small minority of readers, but certainly worth the effort.

We have recommended a number of "cosmetic" changes such as the use of two colors of ink, drop letters, pull-out quotes, various fonts, etc.

BRADFORD-WYOMING COUNTY LITERACY PROGRAM

Each One Teach One

Bradford County Library
R R 3, Box 320
Troy, Pennsylvania 16947

To: David Fluke, Editor
From: Sherry Spencer
Date: June 10, 1994
RE: "What's the Buzz" Evaluation

33 Evaluations Received

Summary of evaluations:

(Ranking: 1 lowest, least useful to 5 highest, most useful)

	1	2	3	4	5
News and Information Content:		2	4	10	13
Usefulness of information:	1	2	1	13	11
What's the Buzz Meets My Needs as an adult educator:	1	0	3	10	11

Typical Comments:

Quite thorough, good information, good job, keep it coming.

Keep up the good work!

The newsletter is a good length!

I like the variety of articles.

Your newsletter get better every year.

I often don't receive my copy of "What's the Buzz" until a portion of the events on the calendar is over.

Hard to read.

Poor layout.

Need more articles on problem solving techniques.

More focus on the participating GED sites.

Not providing a variety of information for ESL programs.

Excellent newsletter.

As a new Community Education Director I find "What's the Buzz" to be very helpful in providing me with the big picture of ABLE.

Postmaster
TIME VALUE
Please Expedite
Do Not Forward
Address Correction Requested
To: Box 214,
Troy, PA 16947

Bulk Rate
U.S. Postage
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Pennsylvania's Adult Basic and Literacy Education Dissemination Newsletter

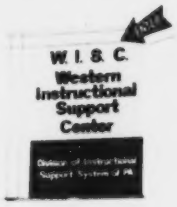
Tell Us What's Happening In Pennsylvania | Literacy | E.S.L. English As A Second Language

What's The BUZZ?

General Educational Development | A.B.E. Adult Basic Education | BE ALL YOU CAN BE — ADULT EDUCATION IS THE KEY

VOLUME 13, NUMBER 1 SEPTEMBER, 1993

Adult Literacy Resource Center opens in Western PA



It's open! And available to provide needed resources and technical assistance to adult basic and literacy education practitioners in the Western part of the state.

We visited the new Western Pennsylvania Adult Literacy Resource Center in Gibsonia and found a friendly, capable, enthusiastic staff with space and resources any adult education program would envy.

The Center is located approximately 25 miles north of Pittsburgh, just off the Pennsylvania Turnpike interchange with Route 8 (a north-south highway which extends through Western Pennsylvania). The new Center has over 100 **free** parking spaces with easy access, including handicapped, to the various levels of the building.

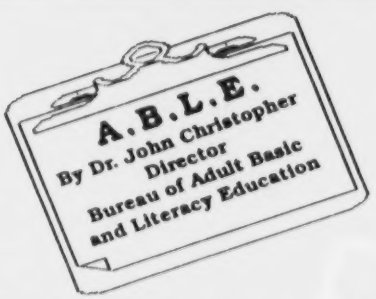
Sharing the 3-story facility with the Resource Center is the Western (Pennsylvania) Instructional Support Center which has provided materials and assistance to school districts in the area for a number of years. As an Instructional Support Center, the facility offers a wide variety of services which now are also available to adult education programs including a television studio with up- and down-link and production capabilities for teleconferencing, distance learning and other instructional programming. There is also an impressive printing and graphics facility which will be available to programs wishing to produce brochures, mailers, instructional materials, etc.

With the growing concern of adult education programs for providing services

(Cont. on pg. 2)

IN THIS ISSUE . . .

Dates and Places: The 1993 Fall Workshops
Lots of Adult Educators Re-locating
Professional/Staff Development
Local Pennsylvania Programs Receive Recognition
Welcome Back to *YOUR* Professional Newsletter!



Dear *Buzz* Readers . . .

On behalf of myself, the staff members of the Bureau of Adult Basic and Literacy Education and Secretary of Education Donald Carroll, I would like to take this opportunity to welcome each of you to this new year with adult education in Pennsylvania.

To the first-time tutors, teachers, counselors and administrators I send my greetings and bring to your attention the availability of my staff and me to make your entry into adult education in our state as well informed and professional as possible.

To experienced Adult Basic and Literacy Education practitioners, I extend my "welcome back" and congratulate you for electing to continue to serve the needs of undereducated adults through your participation in local instructional programs.

To both new and experienced adult education professionals and volunteers I pledge the availability and willingness of myself and our Bureau staff to provide the technical assistance required to help you continue to improve the quality of service to the adult learners in each of your programs.

Funding: As you are probably aware the supplemental appropriations bill has been passed by the state legislature. This means those programs depending upon State Literacy Act funding will receive their allocations and can continue their adult education instructional programs.

$1 million of the $7-3/4 million included in the state budget for adult basic and literacy education will go to the Department of Labor and Industry for use in providing basic education services to adults on welfare.

1993-94 Program Approval: We are making every effort this year to provide timely funding to all state and federally funded programs whose proposals are on time and accurate. Additional personnel were assigned to read program applications and we are pleased to let you know a large percentage of proposals have been processed.

Staff: Because of staff changes in the Bureau, we are presently restructuring and re-assigning responsibilities to our advisers. Gordon Jones, former Bureau Supervisor, is on disability retirement and we have assigned Chuck Holbrook to the position of Bureau Supervisor.

(Cont. on pg. 2)

Director's Message, cont.

The entire Bureau staff was on hand at a retirement luncheon held recently in Gordon Jones' honor. In addition to a recognition letter from Secretary of Education Don Carroll, a plaque was presented recognizing his 30 years of service and leadership to the Commonwealth. We will miss you, Gordon.

Helen Hall, former ESL adviser, is coordinating the upcoming Fall Workshops. She and Ella Morin will share the responsibilities for working with Section 353 projects in 1993-94.

We welcome Jerry Carpenter, Harry Frank and Mary Jane Corl to the Bureau. Jerry has experience in adult education and transferred from the Department of Education's Division of Fiscal Administration. Harry is on special assignment to the Bureau and Mary Jane will work with Richard Stirling in fiscal accounting.

We all wish Marian Chesney get well wishes. Marian has been out of the office since last April and we look forward to her return soon. We commend Anita Emery for the consistent effort and energies she has shown in the GED office during Marian's absence.

Dan Partin has left the Bureau to assume teaching duties with the Camp Hill School District and Margaret Shaw is now employed by the Harrisburg Campus of Penn State. We appreciate the significant contribution Dan and Margaret made to adult basic and literacy education and wish them well in their new pursuits.

Resource Centers: The Western Pennsylvania Adult Literacy Resource Center in Gibsonia, north of Pittsburgh, is open and offering services to adult basic and literacy education programs in the Western part of the state. We are very pleased with the enthusiasm of the staff and the facilities available at the new Resource Center and know its accessibility will be of great value to programs in that area.

Our state resource center, AdvancE, located on the 11th floor of the Department of Education Building in Harrisburg, will continue to serve adult basic and literacy education personnel throughout the state.

Contracts have been awarded to nine regional Staff Development Centers which proved to so successful last year. The Region 2 Center has been moved from Penn State to the Central Intermediate Unit Development Center for Adults at the Centre County Area Vocational-Technical School. We know Region 2 Staff Development Director Edie Gordon and her staff will offer a wide variety of staff development services to adult educators in Cameron, Centre, Clearfield, Clinton, Columbia, Lycoming, Montour, Northumberland, Potter, Snyder, Tioga and Union Counties.

1993-94: Adult education is strong in Pennsylvania and, through the efforts of you all, we know the enrollment increases enjoyed last year will continue. We are placing especial emphasis upon meeting the needs of the rapidly growing English as a Second Language population and are also developing special programs in family literacy and workplace literacy for 1993-94.

We are very pleased to have the programs from IU #10 and the Center for Literacy recognized as two of the five adult education programs in Area I consisting of 14 New England and Mid-Atlantic states and the District of Columbia. The five finalists are being evaluated and one will be selected for the U.S. Secretary of Education's Outstanding Program Award later this year.

Again, welcome back. I look forward to meeting and talking with each of you as another challenging year in adult basic and literacy education in Pennsylvania progresses.

Editor's Note: This issue contains articles with additional information in a number of areas mentioned by Dr. Christopher: A.B.L.E. Bureau staff; Fall Workshops; The Western Pennsylvania and AdvancE Resource Centers; and the Staff Development Centers.

Western PA Resource Center . . .

to adult learners with special needs, the comprehensive facilities of the Western Pennsylvania Adult Literacy Resource Center should provide a needed, appropriate source of instructional materials in this field including braille checkers and a hearing and vision center.

The Instructional Support Center has been involved with working with families for years and their Family Center is equipped with materials and other publications which will be supplemented to provide a comprehensive source of information for programs working in Family Literacy.

At the Northeast Regional Literacy Conference. Left, Chris Kemp, Resource Specialist for the newly opened Western Pennsylvania Adult Literacy Resource Center and Linda Austin, Sales Representative for Curriculum Associates, Inc.

In addition to providing all of these resources of the Center to programs in adult basic and literacy education, adult educators using the Center will find collections of published materials, testing and assessment products, Section 353 reports and products and a computer laboratory with a collection of adult education software for review. The computer facility also has the capability of accessing a number of data banks and has the ERIC collection on CD ROM.

According to Instructional Support Center Director Dr. Barbara (Bonnie) Minick and Resource Specialist Christine Kemp, the Western Pennsylvania Adult Literacy Resource Center will not be identical to AdvancE, our Resource Center in Harrisburg, but will be similar in that it will house new materials of interest to adult educators in Pennsylvania.

We asked Dr. Minick and Ms. Kemp how they would address the concern of some adult educators who will be using the Center as to their lack of experience in adult education. Their response was that, although their contact with adult basic and literacy education in Pennsylvania has not been extensive, they felt their training and expertise in providing a comprehensive program of instructional support and research services coupled with the wide range of facilities available through the Instructional Support Center will provide adult educators in Western Pennsylvania with what they need.

"We are anxious to hear what adult educators' needs are," said Christine Kemp, "and we wish to impress upon our adult education colleagues that we are available to them day and night, weekdays and weekends, whenever and wherever our services can help complement their program services."

She added that an advisory board of adult educators from Western Pennsylvania has been working with the Center to develop materials and services which will be useful to adult basic and literacy educators. An Open House is planned to provide an orientation to the Center for adult educators. This will be followed by a series of presentations at Regional Staff Development Resource Centers in the area which will provide Center personnel and adult educators opportunities to become acquainted.

Time will tell as to the effectiveness of this new Western Pennsylvania Adult Literacy Resource Center. However, if what we saw and heard during our recent visit is any indicator, we think our col-

(Cont. on page 3)

A Fond Farewel!

by Dan Partin

Dan Partin

As you read this, I have been toiling away as a classroom teacher of reading and English at Camp Hill High School (in Camp Hill, Pennsylvania) for two weeks. Although I am an advocate of lifelong learning, and although throughout the years I have had the great fortune to work educationally with students "from cradle to the grave," my greatest love in education has been that of working with high school students. And, it is to this "love" that I have recently returned.

As many of you know, during my five-year tenure in the Bureau of Adult Basic and Literacy Education at the Pennsylvania Department of Education, I functioned for one year as a regional advisor in Southeastern Pennsylvania and for four years as the Section 353 advisor for the whole state. In that time it was my privilege to make the acquaintance of hundreds of you in the state agency and of hundreds of you who work at the various ABE entities that the Bureau of ABLE funds.

I owe a debt of gratitude to all of you for my association with you has made my life the richer. You have taught me many valuable lessons and have extended me many kindnesses. God bless all of you in your present and future educational endeavors.

Resource Center, Cont.

leagues in the Western section of the state will soon discover the Center to be a source of useful, appropriate, program-oriented materials and information.

We also feel if the enthusiasm of Barbara Minick and Christine Kemp is any indicator, adult basic and literacy education in Pennsylvania is due for a welcome infusion of exciting materials and resources.

Materials and equipment are arriving every day at the Gibsonia center. Why not call 1-800-446-5607 and schedule a day when you and members of your adult education staff can stop in at the Center, say "hello" and become familiar with the Center's materials and services?

On the Dearly D. Partin

by Clifton Edwards
Former Adviser, ABLE Bureau

One day last July as I was staring out the window near the upper elevator bank, which overlooks the parking lot and railroad tracks, it hit me that something was missing. There was no Dan Partin chugging across the Mulberry Street Bridge, nearly busting a gut or ripping a ligament in order to be at his desk for the morning cell check. Instantly I realized how accustomed I had grown to seeing that scene. And now that early July morning moment has become frozen in time like a scene from the Wonder Years.

It's hard to believe that five years have passed since that August 4, 1988 day when we arrived at PDE. Then again it seems that I've known something of Dan most of my adult life. The two traits that I will remember most about working with him are his compassion and his vocabulary, both of which could be infuriating at times. In the middle of a meeting, when nothing short of some four-letter, x-rated, back to basic English was called for, Dan would throw in some multi-syllabic placebo which would sedate even the most irate combatants. You could never be sure whether he was motivated more by his dislike of conflict, his desire for everyone to get along, or his joy of intellectual bantering.

So I found myself sadly sensing his absence even before he actually departed. Dan worked hard to make sense of the many senseless things that came across his desk. He tried to stay focused on the bottom line of making things better for the students by making things better for the program operators. I don't remember him ever pursuing a personal agenda.

In August Dan went the way of Bill Kerr, Larrie McLamb and Kip Bollinger. His return to the classroom in the Camp Hill School District will be their gain. The unfortunate part for the adult education community is that we never got the best of what he had to offer. Certainly there's a lesson in there to be learned and applied in our daily work.

Although I saw him less and less after getting my pardon, we continued to talk from time to time about the neverending story of ABE staff turnover. Soon someone else will be sitting in his place but I'll always remember the 353 coordinator with the big heart and the big words, the dearly D. Partin.

Who's on First?

In addition to **Gordon Jones, Dan Partin** and **Dr. Margaret Shaw** leaving the Bureau of Adult Basic and Literacy Education, some other changes in adult education personnel have come to our attention. We wish the best to these adult education professionals and others who have made "career changes" during the summer: **Meredyth (Midge) Leahy** from Cabrini College to Moravian College; **Susan Schuehler** from Moravian College; **Faye Schirato** from Catholic services in Harrisburg; **Julianne Crimark** from ARIN (Armstrong/Indiana counties) Adult Education Program to Cambria-Rowe Business College in Indiana; **Susan McFadden** who has been with ARIN since 1981 will move up to the coordinator's job; **Carol Goertzel** from the Lutheran Settlement House Women's Program in Philadelphia. Her replacement is **Amelia Belardo.** Carol is now employed by the Philadelphia Housing Authority.

_____Adult Education Program Student Named Student of the Year!

You fill in the blank with **your** program's name.

We know our students make our programs work. Here is your opportunity to let them know you appreciate the sacrifices they have made to participate in your program. Nominate a Success Student for 1994.

The payoff is tremendous--your students get a real boost in self-esteem (even those not nominated); your community begins to realize the **real** quality of the adults in your program; your Board, your staff are all **proud** of the Success Student recognition.

Each program can nominate **one** adult student for consideration. Those of us who have attended the Success Student Session at the Midwinter Conference know the 10 Outstanding Adult Students selected from those nominated across the state are typical of **many** students each of our programs have each year: an adult who has overcome almost impossible circumstances to accomplish improvement in their education through adult basic and literacy education.

They do not have to be GED graduates or college students or level 4 readers or whatever. Have your staff look for the student who has really overcome the odds (health problems, family difficulties, home responsiblities, etc.) and send in a nomination form.

The nominations must be completed and returned no later than October 29, 1993 so **now** is the time to get started. Contact Ella Morin at the Bureau of Adult Basic and Literacy Education (717) 787-5532 and ask for a nomination form and instructions. THEN DO IT!

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Professional Development/Staff Development

Well Said, Jeff

Jeff Woodyard is Executive Director of the Opportunities Industrialization Center (OIC) in Harrisburg. He is a member of the Pennsylvania Adult Education State Plan Task Force and has been involved with adult basic and literacy education in Pennsylvania for many years. He recently wrote an article which appeared in the newsletter of the Region 6 Staff Development Center. We excerpt from that article.

Region 6 – The Year in Review

By Jeff Woodyard

Another contract year ends, another opportunity to reflect on a year gone by. From my perspective as director of a community-based, adult learning center, please indulge me for a moment as I try to summarize what I see as some of the highlights of this year and what we can look forward to in the upcoming year.

Without question the buzz words for this year have been "staff development". Never have I been so inundated with offers to increase my motivation, double my retention, computerize my management, energize my workforce, and develop my curriculum as I have this year. Half days, full days, weekends, and week-long summer institutes and workshops are all staff development formats that have appeared in number this year. And offers to be a participant in staff development are coming not just from my local area, but from other service providers who are trying to entice me, and other staff, across the "regional borders" to indulge in what is presented as the ultimate staff development experience. Whoever is in charge of staff development at the Bureau of Adult Education, you made your point - - - staff development is important. But where do people find the time to attend all of this training? And why can't they be reimbursed for doing so?

Also this past year, workplace literacy issues have not lost any of their momentum. I am constantly surprised at the number of businesses, government agencies, and industries that are just learning about the literacy needs of their workforce, and - - more importantly - - how they can work with local service providers to affect a change. As an agency that offers workplace literacy training, we struggle with meeting the needs of those who are employed, but lack basic literacy skills vs. those who are unemployed, and lack basic literacy skills. Because of the limited number of dollars available from federal and state agencies, it is imperative that employers be able to commit both financial and human resources to meet the needs of its workers. Over the past year, I've seen several very good models on how this can happen. The work being done by the York County Area Vocational-Technical School and the Carlisle Area OIC is representative of the kinds of partnerships which need to be developed to make workplace literacy programs successful.

What about next year? In talking with various service providers throughout the region, I've come up with a what's "in" what's "out" list for 1993-1994. "In" is the whole language approach. Look for literacy councils to move toward a wider array of instructional techniques for beginning readers. "Out" is the single-theory, textbook-driven approach. "In" (again) is workplace literacy. Don't be surprised if a new state initiative for providing workplace literacy is developed at the legislative level. "Out" is trying to serve all the adult learners under a single legislative act. "In" is homeless education. It may be a quietly kept secret in your area, but homeless education is on the move again. Local service providers have been funded to offer on-site literacy classes in both long-term and short-term stay facilities. "Out" is the family literacy model that does not allow for direct-parent/direct-child interaction. "In" are goal-oriented, student-services-focused, working task groups. "Out" are coalitions, partnerships, and commissions that have no agenda and meet for political purposes only. "In" (again) is staff development that allows both novice and seasoned veterans of adult education to reap the benefits of the many training sessions being offered, and that offers practical suggestions for improving direct students services, retention and follow-up.

"Out" is staff development that validates the way teachers/counselors have performed in the past and therefore places the burden of change on the students. I am sure that each of us has an opinion on where we see the direction of adult education heading. For next year's newsletter, it would be nice to hear news and views - - the good, the bad, and the ugly - - from other service providers.

Take that as a challenge. "What's the Buzz?" will provide the space as will your regional staff development center newsletter.

*How do you see the **real** world of Adult Basic and Literacy Education? What's In? What's Out? What's what? Write us and tell us what **you** think.*

Think About It!

"Professional development continues to be a highly problematic aspect of our work. We affirm its necessity, but we find little agreement about what it should look like. In fact, we have only just begun to define the characteristics of this workforce that we seek to 'develop'. It does seem clear that we continue to labor under the **deficit** model of education when considering staff development; in other words, adult education practitioners, like their students, are assumed to come to their work as empty vessels to be filled by outside knowledge and expertise. After sufficient **training** (e.g. courses, workshops, and seminars), they will be credentialed and therefore adequate to their tasks in the classroom.

As with similar assumptions about the adult learners with whom we work, the deficit model ignores the rich and varied experience that practitioners bring with them. It also suggests that practitioners are not capable of deciding what they need in order to improve their own work or of directing their own professional development. Furthermore, by isolating individual practitioners to remediate their inadequacies, traditional notions of staff development bypass the crucial connection between individual professional development and overall improvement of the organizations in which they work."

The above is synopsized from an article appearing in *NCAL Connections*, a newsletter of the National Center on Adult Literacy at the University of Pennsylvania. Authors *Susan Lytle* of the NCAL staff and *Peggy McGuire* of the Germantown Women's Education Project suggest a strong participatory approach is the foundation of a staff development program for a high quality, effective adult education program. What do you think about professional/staff development? How is it affecting you? Are you involved? Do you care to be involved? Write us at Box 214, Troy, PA 16947.

Workplace Literacy: New Ideas and Proven Practices

by Bootsie Barbour, Coordinator
Region I Staff Development Center

The Workplace Literacy Summer Institute held at the Avalon Hotel in Erie, PA August 2-4, 1993 featured both nationally known experts and directors of exemplary Pennsylvania workforce programs. The format was informal with many opportunities to talk to presenters and other institute participants.

At Erie Workplace Literacy Summer Institute presenter Mary Ann Shope discusses "Malpractice in Workplace Literacy."

Dr. Martin Nahemow opened the General Session with the presentation of "Portfolios, Literacy, and Survival in the Modern Workplace". Dr. Nahemow is Director of School to Work Project, Learning Research and Development Center, University of Pittsburgh. Dr. Judy Cheatham, Campbell Professor of Writing, Greensboro, North Carolina and Director of the Even Start Family Literacy Program, conducted two sessions, "Can You Read What I Write? How to Adapt Text for the Workplace" and "If We Know What We Know, Why Do We Do What We Do?". "Malpractice in the Workplace" was the topic presented by Ms. Mary Ann Shope. Ms. Shope currently directs the Workplace Skills Enhancement Program and the Technology Assistance Demonstration Project at the Arkansas Institute for Economic Advancement, University of Arkansas.

At Erie Summer Institute Dr. Judy Cheatham asks adult educators: "If we know what we know, why do we do what we do?"

Some of Pennsylvania's best workplace literacy programs were represented at the carousel sessions on Tuesday and Wednesday. The programs represented were Bradford Community Action, Inc., Erie City School District, Northampton County Community College, Central IU #10, Lancaster-Lebanon IU, Greater Pittsburgh Literacy Council, Central IU #10, State College Area School District.

Attending Erie Workplace Institute, from left, Fred Sharp, Mayview State Hospital, "Our staff needs training in reading and writing;" Susie and Thomas Dilts are tutors with the Mid-State Literacy Council and are planning to start up a workplace literacy program.

The comments and evaluations of the participants indicated that the speakers stimulated their thinking and gave them many ideas to take home to their programs. An important and successful aspect of the Institute was the chance for people to get to know each other and to exchange ideas. Hopefully, the new ideas and new friends will be helpful in the coming school year.

At the NE Regional Literacy Conference, from left, new readers Doug Newton and George Benditt from the Bradford Wyoming County Literacy Program, Jane McGovern, presenter of a five session writing course from the Center for Literacy.

GPLC and TLC Sponsor NE Regional Conference

by Sherry Spencer
TLC Immediate Past Chairperson

"Open Up a Life" was the theme of the Northeast Regional Adult Literacy Conference held this summer at Robert Morris College in Pittsburgh. The conference, which was co-sponsored by the Greater Pittsburgh Literacy Council (GPLC) and Tutors of Literacy in the Commonwealth (TLC), attracted approximately 300 program administrators, tutor trainers, volunteer tutors, adult new readers and staff from Laubach Literacy Action and Literacy Volunteers of America's national offices. Conference co-chairs were Mary Brown and Chuck Tullius of GPLC.

Mary Lindquist, Program Chair, developed a conference program with over 65 top quality sessions including presentations by Northern New England Improvisational Theatre Workshop. One very popular session was "Releasing Your Inner Voice," a five session writing course for new readers, led by Sylvia Jenkins, Brian Xavier, Melvin Sparks, and Jane McGovern of Center for Literacy. The participants wrote, critiqued, edited, and then read their finished products at the last session.

Keynote speakers included John Corcoran, new reader from San Diego, CA, and Anthony Kroll, Director of Push Literacy Action Now (P.L.A.N.) in Washington, DC. An article by Tony Kroll was featured in the June '93 issue of "What's the Buzz?". John Corcoran, who learned to read at the age of 48, has been a guest on the Phil Donahue Show and Larry King Live. He now serves on the board of directors of the National Institute for Literacy.

Tutors of Literacy in the Commonwealth is beginning to plan for 1995 Northeast Regional Adult Literacy Conference. Literacy programs interested in hosting the '95 conference should contact Monica Kindig, Chair, Tutors of Literacy in the Commonwealth, Mid-State Literacy Council, 204 Calder Way, Suite 306, State College, PA 16801.

Older Students

According to statistics published by the National Center for Education Statistics, enrollment of older students in higher education in the United States has exploded during the past decade. Between 1980-1981 and 1991-1992, enrollment among students 30-34 years of age increased by 15 percent, while enrollment among students 35 years of age and older increased an astonishing 94 percent.

LOCAL PROGRAMS

As Dr. Christopher says in his "Greetings" column, "Adult Basic and Literacy Education is strong in Pennsylvania." During this program year we would like to recognize some of the outstanding ABE/ESL/GED/Literacy programs and their accomplishments.

SCOLA Does It Again!

Congratulations to the Scranton Council for Literacy Advance (SCOLA) and Director Diana Statsman for being chosen as recipient of the J.C. Penney **Golden Rule Award**. The Council competed regionally and was selected on the basis of need, action, initiative, achievement, impact, time and challenge. A Waterford Crystal trophy and a $1,000 check were awarded the council and a SCOLA board member, Mary Lou Miller, received recognition in the Community Leader category.

The Council is now entered in the national competition with the winner to be announced this month.

SCOLA also set a record for students serviced in its programs with a total of 238 for the program year.

Congratulations SCOLA and Diana!

Pennsylvania Reading Councils Recognized

The International Reading Association (IRA) has designated four reading councils from Pennsylvania as "Honor Council Members of IRA" for the 11th year in a row. Honor Council status is given to groups belonging to IRA which have well-rounded programs serving both the council and the community. Required and optional events include initiating community service projects and organizing literacy projects.

The four Pennsylvania councils recognized by the IRA this year were: The Bucks County Reading Council; the Delaware Valley Reading Association; the Erie Reading Council; and the Luzerne County Reading Council.

In addition the Lancaster-Lebanon Reading Association was designated a finalist in IRA's Community Service Award program for the group's innovative community service project, "Ready? Set? Read!".

ESL/ELM

by Nonie Bell, Northampton Community College

A new release hot off the presses at Northampton Community College is the revised, expanded edition of the ever popular English Language Matrix Curriculum which often traveled under the alias of "ELM". An ESL curriculum which focuses on lifeskill competencies outlined in the federally developed Mainstream English Language Training (aka MELT) Project, ELM has been happily used by tutors and instructors in PDE-sponsored adult education programs. ESL specialists Twila Evans and Nonie Bell produced the revision, cleverly called "ELM Branches Out!". It offers an updated bibliography of new ESL materials, seven levels of instruction, tutor and student check sheets for directing and monitoring progress, and a separate Grammar Strand sequenced through seven levels.

"ELM Branches Out!" targets new instructors or tutors who want to help those acquiring English as a Second Language in order to attain self-sufficiency in an English language environment. The curriculum is a competency-based modular program focusing on the development of lifeskills in units ranging from Personal Information to Occupations and Community Services/Responsibilities. The organization includes student competency check sheets for a broad range of functional, community, and linguistic skills so students can assess their own progress. Also, tutor guide sheets are available for outlining objectives, techniques, and materials for instruction of specific students. Activities and vocabulary for listening, speaking, reading, and writing and an ample selection of materials are offered for each module of ten differing themes at each level. The separate grammar strand can be used independently or integrated with lifeskills instruction as an eleventh module in each level.

A tremendous resource for new ESL instructors and tutors, "ELM Branches Out!" is a PDE 353 funded Special Project, which is worth a long look. "ELM Branches Out!" is available through AdvancE beginning in September 1993.

LINKAGES? ALA in Beaver County Has Them

For many years Nancy Woods, Director of Adult Literacy Action (ALA) at the Penn State Beaver Campus, has been telling adult basic and literacy education administrators to stop relying solely on the traditional funding base of state and/or federal monies and broaden the economic support to their programs by forming Linkages with community agencies, businesses, organizations, etc.

In the June, 1993 issue of the ALA Newsletter, *The Voice of Literacy*, Ms. Woods shows how it's being done in her area. In her usual dynamic way Nancy has put together a series of community events, business linkages and other local contributions which provide the type of broad-based financial support and high quality literacy program we have come to expect from Nancy Woods.

A **Jazz Festival** was sponsored by Mellon Bank featuring nationally known Pittsburgh jazz musicians. The Festival was held at the Penn State Beaver Campus and A.L.A. sponsored a picnic before the Jazz Festival with community residents bringing blankets, picnic baskets, etc. Tickets to the Festival were $10 each and Mellon Bank donated all proceeds to ALA!

Over 16 thousand good quality children's books were donated to ALA by Wendy's restaurants in Beaver County as part of Wendy's "Cooks for Books" promotion. Cartons of books have been delivered to Head Start classrooms in the county, other books are being used to start "at home" libraries, cartons of books were sent to the Housing Authority sites in Beaver Falls, the Women's Center of Beaver County received books to be used by mothers and children there – any program can think of lots of things to do with 16,000 books, but it takes linkages and initiatives like those of A.L.A. to get the books!

Less grandiose, but just as important to community linkages, are the donations received almost daily by A.L.A. to provide needed services to their adult learners. A **computer** and **educational software** by a local family, **office equipment** by a local office equipment supply store and **transported** to the literacy site by members of a service organization, **presentation of certificates** to English for Speakers of Other Languages (ESOL) students by the local branch of the American Association of University Women and all of these activities duly reported in local newspapers, radio stations and even donations of billboard space!

We continually marvel at the initiatives, creativity and energy displayed by Nancy Woods in her continual efforts to provide what is needed for her adult students – rather than just sitting back and saying, "Sorry, but there are just not enough funds."

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TLC Pennsylvania Reps Named to National Adult Literacy Congress

by Sherry Spencer, Tutors of Literacy in the Commonwealth

Tutors of Literacy in the Commonwealth (TLC) has announced its delegates to the Fourth National Adult Literacy Congress to be held September 17-20 in Washington, DC. Representing Pennsylvania's new readers will be Pat Williams, Susquehanna Co. Volunteer Literacy Council; James Gourley, Adams Co. Literacy Council; and Walter Long, Greater Pittsburgh Literacy Council. The state practitioner delegate will be Sherry Spencer, Director of the Bradford-Wyoming Co. Literacy Program, and immediate past chairperson of Tutors of Literacy in the Commonwealth.

"Leadership in Action" is the theme of the Fourth National Adult Literacy Congress which is the only national conference on literacy issues for adult learners. The Congress is sponsored by Laubach Literacy Action, Literacy Volunteers of America, National Coalition for Literacy, National Council of State Directors of Adult Education, and Prince George's County Memorial Library. Mrs. Barbara Bush serves as honorary chair of the Congress.

The three new reader delegates from Pennsylvania have been active on local, state, and national levels and recently attended the Northeast Regional Adult Literacy Conference held at Robert Morris College in Pittsburgh. They also serve as Regional New Reader Representatives for Tutors of Literacy in the Commonwealth. Funding for their participation in the Northeast Regional Adult Literacy Conference and the Fourth National Adult Literacy Congress has been made possible through a grant to TLC from Laubach Literacy Action and the Coors "Literacy-Pass It On" campaign.

Two-Day Workforce Seminars

The Center for Workforce Education, a unit of Laubach Literacy International, announces a two-day seminar entitled *How to Create Customized Basic Skills Training for the Workplace*. The Seminar is designed specifically for trainers and adult educators working with low-level workers who need to improve their abilities to communicate and work effectively with others while at the same time improving basic reading, writing, and math skills. The seminar will be conducted by accomplished adult educator, classroom materials developer, and workplace education and literacy consultant, J. William McVey.

Through demonstrations, discussion, and hands-on participation, attendees will obtain valuable information which can be easily transferred to training programs at their own workplaces. Each day has a different emphasis:

The first day of the seminar, participants will learn how to use role plays and simulations as effective basic skills training tools. They will learn how to use and adapt existing simulation materials as well as how to develop their own.

On the second day, participants will learn simple and cost-effective ways to develop customized reading, writing, and math materials that meet the specific needs of both workers in basic skills programs and their employers.

Seminars are scheduled for Washington, DC on October 5 & 6, Boston on December 7 & 8 and for the Spring in New York. Cost is $395 and enrollment is limited to 30 per seminar. For more information contact the Center for Workforce Education at 1-800-221-6676.

Pennsylvania Adult Education Association Establishes B & I Section

The Pennsylvania Association for Adult Continuing Education (PAACE) has established a fifth major organizational and program section which will include in its membership persons involved with adult vocational and occupational training in business and industry in Pennsylvania.

In identifying the new section the PAACE Board of Directors stated they recognize the increasing importance of technical, occupational and vocational training in "lifelong learning" of adults in Pennsylvania and that the organization intends to work with educators in these areas toward the goal of helping every adult in the state gain access to the adult continuing education opportunities essential to personal, economic and educational self-fulfillment.

PAACE President Victoria Fisher of Neumann College has named James H. E. Imler, Adult Education Supervisor at the Dauphin County Technical School, as leader of the new Business and Industry Section which will provide a forum for study and discussion of adult occupational and vocational educational issues while enabling educators involved with business and industry to share the expertise and resources of teachers, professors, tutors, administrators, counselors, librarians and other members of the other sections in PAACE which include Adult Basic Education, Continuing Higher Education, Literacy and English as a Second Language.

MCOL Plans Literacy Month Events

by Jim Landers
Mayor's Commission on Literacy

The Mayor's Commission on Literacy (MCOL) in Philadelphia is planning a number of events to recognize Literacy Month in Philadelphia. Each September, the MCOL focuses the attention of all Philadelphians on the importance of literacy and the ways that everyone can get involved. Adult Literacy Month 1993 will feature an exciting series of events designed to highlight the achievements of adult learners and the special commitment of literacy tutors and teachers.

The events will start with a kick-off of the "A Little Change...Opens Minds" campaign with a press conference conducted by Mayor Edward G. Rendell at City Hall on September 8, International Literacy Day. "A Little Change" will offer all Philadelphians the opportunity to get involved in promoting adult literacy. Customers at bookstores and other retail outlets in Philadelphia will be able to add $1 on to their purchases by using a coupon located at the checkout counter of each store. The proceeds from the campaign will be collected by the MCOL and used to purchase books for adult learners.

On Saturday, September 25 from 12 noon to 4:00 p.m., the MCOL will sponsor the first annual Literacy Olympics. Teams of learners, tutors, site coordinators, and friends are invited to try their hands at a series of outrageous and fun events. The Commission will offer special services like eye screenings and there will be special activities for children. The rain date for the Literacy Olympics is Sunday, September 26.

The new Pennsylvania Convention Center will be the site for the Celebration of Learning on Wednesday, September 29 from 5:30 p.m. to 7:30 p.m. The Celebration will be the chance for the MCOL and the entire literacy community to celebrate the achievements of learners, tutors, teachers, and site coordinators. In addition to testimony by learners and tutors, this event will feature the presentation of the seventh annual Ruth Yudof Award. Ms. Yudof was a longtime MCOL staff member and a tireless advocate for literacy and this award annually recognizes the contribution to adult literacy by one exemplary person.

This year's Literacy Month activities will also feature the Literacy Sabbath, a special outreach program through houses of worship in the Delaware Valley to recruit congregants as literacy tutors. In the week from Sunday, September 26 to Saturday, October 2, the MCOL plans for at least 100 churches, mosques, and synagogues to make pleas from their pulpits for more volunteers to join the Commission's efforts to build a literate city.

For more details about any of the Literacy Month events, please call the Commission at 215-875-6602.

Regional Centers for Professional/Staff Development

Last year was the first year for the nine Adult Basic and Literacy Education Regional Staff Development Centers in Pennsylvania and although some got a slow start due to funding delays, most of them provided a wide variety of Professional Development and Staff Development services never before experienced by Pennsylvania adult basic and literacy education professionals and volunteers.

Most of the activity provided by the Centers took the form of workshops, presentations, seminars, etc. and if you have followed the "It's a Date!" section of "What's the Buzz?" you have some idea as to the wide variety of topics dealt with: Computer Training, Multiculturism, ESL Teaching, Health Issues, Domestic Violence, Workplace Education, Family Literacy, Learning Styles, etc., etc., etc.

In addition to staff development by presentors, each Center has developed a library of materials designed to enhance teachers', tutors', counselors' and administrators' professional development. In most cases these collections cover the gamut of multi-media information. We understand from some of the Center Coordinators the resource materials are not as extensively used as they would like and perhaps in 1993-94, as more adult educators throughout the state become more involved with their personal, professional development in adult education, the regional centers will enjoy a greater usage in this area. Each Center Coordinator tells us they would appreciate any suggestions adult educators can make for the purchase of resource materials, so let them know if you do not find a particular publication or information relating to a particular topic.

The most underused service in 1992-93 available through the regional staff development centers was tuition reimbursement for college-level course work. Although time is certainly precious to part-time/full-time adult educators, here is an opportunity to receive college credit in your professional field at little or no cost. There can be an additional payoff for adult educators who work for a school district during the day. Most school districts set salary columns based upon credits earned. Also, there are more and more employment opportunities in Continuing Education for adult educators with advanced degrees. Ask your regional staff development center for opportunities for full credit reimbursement toward a graduate degree.

1993-94 Regional Staff Development Centers

Region 1: Crawford, Clarion, Elk, Erie, Forest, Jefferson, Lawrence, McKean, Mercer, Venango, Warren Counties. **Richard Gacka**, Director; **Bootsie Barbour,** Coordinator. Northwest Tri-County IU #5, 2922 State Street, Erie, PA 16509. (814) 454-4474.

Region 2: Project Star (Staff Training and Reimforcement). Cameron, Centre, Clearfield, Clinton, Columbia, Lycoming, Montour, Northumberland, Potter, Snyder, Tioga and Union Counties. **Edie Gordon,** Director; **Gail Leightley,** Coordinator. Central IU Development Center for Adults, Centre County AVTS, Pleasant Gap, PA 16823. (814) 359-3069.

Region 3: Bradford, Lackawanna, Luzerne, Sullivan, Susquehanna, Wayne and Wyoming Counties. **Joyce Kerrick**, Director; **Bridget Duggan**, Coordinator. Lackawanna Junior College, 901 Prospect Avenue, Scranton, PA 18505. (800) 458-2050.

Region 4: Allegheny, Armstrong, Beaver, Butler, Fayette, Greene, Indiana, Washington, and Westmoreland Counties. **Donald Block**, Director; **Paul Weiss**, Coordinator. Greater Pittsburgh Literacy Council, 100 Sheridan Square, 4th floor, Pittsburgh, PA 15206. (800) 438-2011.

Region 5: Bedford, Blair, Cambria, Fulton, Huntingdon, Juniata, Mifflin, Somerset Counties. **Carol Molek,** Director; **Randy Varner**, Coordinator. TIU Adult Education and Job Training Center, 3 West Monument Square, Suite 103, Lewistown, PA 17044. (717) 248-4942.

Region 6: Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, and York Counties. **Beverly Smith**, Director; **Brady Stroh**, Coordinator. Immigration and Refugee Services of Catholic Charities, 900 North 17th Street, Harrisburg, PA 17103. (717) 232-0568.

Region 7: Berks, Carbon, Lehigh, Monroe, Northampton, and Pike Counties. **Judith Rance-Roney**, Director; **Jane Ditmars,** Coordinator. Tri-Valley Literacy Resource Center, 33 Coppee Drive, Room 304, Lehigh University, Bethlehem, PA 18015. (215) 758-6348.

Region 8: Bucks, Chester, Delaware, and Montgomery Counties. **Meredyth Leahy**, Director; **Kathy Kline**, Coordinator. Cabrini College, 610 King of Prussia Road, Radnor, PA 19087. (215) 971-8518.

Region 9: Philadelphia County. **Donna Cooper**, Director; **Donna Inverso**, Coordinator. Mayor's Commission on Literacy, 1500 Walnut Street, 18th Floor, Philadelphia, PA 19102. (215) 875-6586.

And we get paid too . . .

A speaker at the recent Summer Institute on Workforce Education held at Erie made a comment during her presentation that "Adult education workforce instructors in our state are mostly part-time and are paid between $8 and $15 per hour with no benefits." She then asked Institute participants what the "going rate" was in Pennsylvania.

No consensus was reached, but we recently came across an article in an adult educator newsletter from Boston which notes some results of a statewide survey of adult education salaries in Massachusetts.

1. Full-time average yearly salaries: administrators-$36,000; teachers-$25,000; counselors-$25,800. Range for teachers: $38,000-$18,000.

2. Average wage per hour for part-timers: administrators-$16.77; teachers-$16.44; counselors-$13.83. Range for teachers: $20-$14.97. 3. Benefits vary, but nearly 90% of the full-time employees receive health, vacation, sick and personal day benefits. Nearly 20% of the part-timers receive these benefits.

Incidentally, the newsletter also mentions formation of a group called AEIOU, Adult Educators Intent on Organizing a Union.

For more information write to **Bright Ideas**, World Education, 210 Lincoln Street, Boston, MA 02111.

The Latest on Gordon Jones

We recently received a note from Al Myers and Gordon Jones concerning Gordon's progress in rehabilitation following the stroke last January 4 which took him away from his position as Supervisor of the Bureau of Adult Basic and Literacy Education.

Gordon has received approval for a one-year disability retirement and continues to work toward recovery. He appreciates cards, notes and visits from his friends in adult education. His address is 849 Melissa Court, Enola, PA 17025-1551.

Need Grant and Federal Contract Information?

The U.S. Department of Education now has an electronic bulletin board to facilitate public access to grant and contract information. It operates all day, every day, with no pre-registration and cost except for the telephone call. A PC, communications software and a modem is all that is required. The phone number is 202-260-9950. Information available includes current contract requests, a forecast of contract opportunities and a database of grant program announcements.

Here's Your Chance . . .

To be a presenter at the 1994 Midwinter Conference to be held in Hershey on February 9-11.

Share your successful program, research, teaching tool or techniques, etc. based on the Conference Theme, "Unity Through Diversity." Contact Carol Molek, the TIU Adult Education and Job Training Center, 3 West Monument Square, Suite 103, Lewistown, PA 17044 (717) 248-4942.

Deadline for submissions is September 30.

PBS Adult Learning Satellite Service

Since it began the Public Broadcasting System (PBS) has been associated with learning by television and learning for adults. In recent years, however, the PBS Adult Learning Satellite Service (ALSS) has offered a number of teleconferences and other adult learning oriented programs--some of which are carried by local PBS stations, but others which are broadcast by satellite to "downlink" locations.

We recently received a copy of the **ALSS Programming LineUp** from Pam Rockwell of ALS. Ms. Rockwell notes a number of shows scheduled for this fall which relate to adult basic and literacy education. For more information about establishing downlink sites, scheduling times and dates and other information contact ALSS at (800) 739-8495. Here are some of the shows you might want to ask about:

English Works! A workplace literacy series targeted toward limited English speakers who are currently in the workplace. November 3, 1993: 2-4:30 p.m.

New Opportunities in Workforce Education. Key issues related to workforce education and roles that various sectors can play. November 17, 1993: 2-4 p.m.

KET/GED SERIES--FREE! Starts September 13; 10-10:30 a.m. Free broadcast and cable rights from Kentucky Educational Television (KET, the producer) for 16 months.

AdvancE
Access to Adult Education Resources

A.B.L.E. Resource Centers Provide Services

by Cheryl Harmon, Adult Education Resource Specialist

The AdvancE and Western Pennsylvania Literacy Resource Centers are part of an information support network for adult basic and literacy education programs. Over the years, Pennsylvania has increasingly developed contacts with national ABLE clearinghouses to share resources generated from Section 353 projects. Recently, interest in sharing these projects has also developed among other state literacy resource centers. This article will describe how our Section 353 projects are disseminated to other information networks.

Each year AdvancE produces the **Commonwealth of Pennsylvania Adult Education 353 Special Projects Project Abstracts Fiscal Year (Year)** book. The book is sent to all state literacy providers, to the U.S. Department of Adult Education and Literacy (DAEL) and to the Educational Resources Information Center (ERIC) Clearinghouse. Information copies may also be sent to other clearinghouses and literacy agencies as needed.

The **Abstracts** book for the 1992-93 fiscal year will be available this fall and will contain the findings and conclusions derived from completed Section 353 special demonstration projects. Project directors were asked by the Bureau of ABLE to modify their original "request for proposal" (RFP) abstract by describing whether the objectives were met. Previous abstract books contained the RFP abstract only. The new format may improve information used by ABLE educators to evaluate the usefulness and adaptability of various Section 353 projects to local programs.

The book will reflect the summaries of as many projects as have been received in AdvancE by the end of September, so that printing and distribution will be on time.

The Bureau of Adult Basic and Literacy Education requires grantees to submit eleven (as of July 1993) copies of their final reports and/or products at the completion of the project. The copies are distributed as follows: four copies each to the two Pennsylvania literacy resource centers; one to the DAEL Clearinghouse; and two copies are sent to ERIC. Dissemination of Section 353 products through these agencies promotes good adult education practices and increases the types of resources available to all ABLE practitioners.

The DAEL evaluates the projects it receives from each state and selects a few for publication in its annual Section 353 publication **Special Answers for Special Needs.** Many Pennsylvania projects are selected for this publication. The DAEL either provides copies of selected publications or provides information on a state's disseminating agency.

ERIC, after review and selection of specific projects, issues a copy of microfiche to each state disseminating agency with a citation to the ERIC document number to be found in the database. Any Pennsylvania Section 353 projects accepted by ERIC are then available to anyone conducting a database search of the system. Microfiche copies of ERIC documents are available from the literacy resource centers or ordered directly from ERIC.

Section 353 documents are also announced through Pennsylvania publications such as "What's the Buzz?", FOCUS on Literacy, Mosaic and Passage. These publications are also shared with other states.

We strongly support sharing information about 353 projects and products at the state and national level. However, such widespread sharing can create frustration for adult educators requesting specific 353 projects when only a limited number of project copies are available for loan. Often, a client waiting list develops for the more popular projects. **Requests received from Pennsylvania adult educators always have priority** over out-of-state requests received by literacy center staff.

Pennsylvania ABLE practitioners continue to increase the base of information resources for adult basic and literacy education through development of Section 353 projects. Research, learning models and technical expertise continue to develop on a reciprocal basis among the various information networks. For more information Call AdvancE at 1-800-992-2283 or the Western Pennsylvania Literacy Resource Center at 1-800-446-5607.

Family English Literacy Grants Announced

Cheryl Harmon, Resource Specialist for AdvancE, brings to our attention an announcement of grant availability from the U.S. Department of Education. The grants will be awarded to about 26 programs and will range from $50,000 to $150,000. The projects to be funded will be to establish, operate and imporve family English literacy programs for limited English proficient (LEP) students and their families.

For more information contact Mary Mahoney, Education Department, 400 Maryland Ave., SW, Room 5086, Washington, DC 20202-6642 (202) 205-8722 or see the Federal Register for July 28, 1993.

Applications will be available September 1 and the application deadline is November 12, 1993.

Tips on Teaching African-American Adults

by Margaret Shaw, Ed. D., former A.B.L.E. Bureau Adviser

These tips focus on teaching African-American adults from a cultural perspective. Teaching from a cultural perspective is one that includes all the basic objectives of adult education but with a slightly different emphasis so that learning activities will have meaning for African-American adults. Teaching from a cultural perspective also pays attention to the subject matter as for any adult student; however, the subject matter is contextualized to have meaning for the African American adult. Teaching from a cultural perspective also pays attention to the developed knowledge structures, perceptual patterns and the preferred processes of learning within that culture. It also pays attention to teachers and their cultural perceptual patterns and its implication for its effect on the teaching-learning process. Following are some tips for students, curriculum, and teachers that may help provide better services for African-American adults.

Dr. Margaret Shaw

Tip #1. Teachers should encourage students to interpret their own world through the student's two ways of knowing: Afrocentric and Eurocentric.

African Americans grow up in a distinct culture that shapes their cognitive development and impact the way they behave in an academic setting. African Americans have two ways of knowing: An African American and a European American way within a largely Eurocentric culture. From their home cultural context, many African Americans are taught an Afrocentric way of thinking and living, thus the development of the Afrocentric eye. From the larger societal perspective, they are taught the Eurocentric perspective.

African Americans have learned, both within and outside their own culture everyday negotiating strategies to regulate their movement and grasp meaning between the cultures. These strategies are called LENS (Learning everyday negotiating strategies). They look through their LENS with two eyes at every situation. This two-ness is well documented in the literature. LENS serves as the perceptual filter through which their world is viewed and structured. The dualism provides a keen awareness that permits them to examine, evaluate, and interpret situations critically and quickly. The constant shifting between the two cultures creates a shrewd sense of skill and precision in perceiving the two worlds in depth, both singly and jointly. Many times it becomes critical that African Americans hold and utilize the two worldviews simultaneously. To the degree that one lives in an overtly racist and oppressive system, African Americans will have developed LENS.

LENS focuses on the two worlds that African Americans see--the world which acknowledges our presence and possibilities and the other which views African Americans as a maladjusted facsimile of the European American Culture. African Americans focus on these orientations that are taught in the culture to increase their vision and the orientations of the larger society's institutions to limit their vision.

The Eurocentric environment of schools forces the development of a Eurocentric eye as well as their Afrocentric eye. The experiences of the dualism influence the development of a unique pattern of learning characterized as "Learning-to-Learn-to-Live". This pattern creates a critical perspective. This perspective is not merely an intellectual process. It is also about coming to believe in the possibilitity of a variety of experiences, a variety of ways of understanding the world, a variety of frameworks of operation, without imposing consciously or unconsciously a notion of norm.

How does this process look in action? First, the teacher disempowers self and therefore gives students the opportunity to empower themselves. They empower themselves by becoming the voice of authority in their own voice. It shows students that there are multiple frameworks for learning in the classroom.

Tip #2. Teachers must have methods and approaches that allow African-American adults to examine and question not only the instructor but the textbook or the "official knowledge" for validity and utility.

Offical knowledge is what is written in textbooks, and it may be different from what students have been taught. Many African Americans are suspicious of official knowledge when the educational encounter is between a dominant educational system and those whose history, traditions, and assumptions have been ignored and often denigrated. If people don't feel empowered they must, as students, feel as though they are in control of their learning. Respect for what they can contribute as well as what they wish to learn is essential to their education. It is an opportunity to take part in knowledge production generated out of their own culture. For example, one group of students might question the content validity of a regular history textbook. In response to this, they could write their own history book.

Tip #3. Teachers must recognize that African-American adult learners are capable of complex learning in the classroom and should design learning activities that evoke and challenge these abilities.

Researchers argue that complex thinking can be observed in the streets among students who drop out, but no one has captured the complex thinking in the classroom. In order to capture that process and use it in the classroom, teachers must first understand how that complex thinking and learning operates. Secondly, teachers must begin helping students develop the transference process of using their critical thinking and problem solving strategies. They must show them how to use their everyday critical thinking and learning. For example, dropouts on the street learn rap songs quickly. Why? They understand the rhythm and beat because it is important to them. Teachers can build a class activity around rap music by asking students to develop their own music in the class within the context of the planned lessons.

Tip #4. Teachers should put emphasis on practical application.

Teachers who experience the most success are those who illustrate new concepts or broad generalizations by using life experiences drawn from the learners. In addition, the transfer of learning and the ability to maintain that learning suggest building that learners plan and rehearse application of concepts within their daily context. For example, for many urban African-Americans, illustrations related to using a currency exchange may be more appropriate than using banks and checkbook operations.

Tip #5. Teachers should use experimental learning methods.

Many African-American teachers have found that experimental learning strategies provide greater success than other methods. Strategies that tap the experiences of the adult learners include group discussion, the case method, the critical-incident process, simulation exercises, role playing, skill-practice exercises, field projects, action projects, laboratory methods, consultative supervision, demonstration seminars, work conferences, counseling, and community development.

Tip #6. Teachers look at their culture and understand how their perceptual patterns operate within the classroom and its impact on the teaching and learning process.

(Cont. on page 11)

Teaching African-American Adults, Cont.

In viewing African-American students through an outside cultural lens, European-American teachers may have a distorted image of their students, even though it may be masked by the cloak of professionalism or be unintentional.

We must take into consideration the teacher's attitudes, beliefs, expectations and values about the academic strengths of African-American adult learners. Teachers need help in looking at how their beliefs, values and behavioral style affect their students. Training programs that take teachers beyond superficial intellectual discussions about cultural differences, racial relationships and Black history are necessary. Teachers should participate in both formal and informal learning experiences that focus on racism and other social issues. Formal learning experiences consist of structured events such as workshops, presentations, oral histories, and other explications of traditions through storytelling, sensitivity groups, and focused group sessions. Teachers need to take a deeper look at themselves as persons, how they come across, how they judge and value others, how students perceive them, and most important, how these human characteristics affect the development of the students' learning. By looking at one's own biases, teachers can build more constructive relationships with African American learners.

A list of resources will be published in the October issue of "What's the Buzz?". Margaret Shaw is located at Penn State Harrisburg. Her telephone number is (717) 948-6505. She is available for consulting and staff development. Contact her directly.

News for E.S.L.

The 1990 Census shows 25.5 million adults speak a language other than English in their homes. 11.8 million or 37% of these admit to having some difficulty in speaking English and another 1.8 million do not speak English at all. Since the census asked only about speaking English, not reading nor writing in the language, and since this is a self-reported score, it is felt by English as a Second Language (ESL) scholars this is a minimum number and is probably significantly higher.

More than half of those saying they speak another language at home speak Spanish. This makes the United States the 4th largest Spanish-native speaking population country in the world with 17.3 million (7%) of the total population.

A Delicate Balance

by Dan Partin, Former A.B.L.E. Bureau Adviser

Many of us have often heard the words of the following biblical passage quoted at weddings and other church services:

"When I was a child, I spoke as a child, I understood as a child, I thought as a child; but when I became a man, I put away childish things."

There is much wisdom in those words, and it says much about the need for adults to progress from childish foolishness to mature behavior and the intelligent assumption of responsibilities.

It strikes me, though, that too many adults have carried this clarion call to adulthood to an extreme. They have construed this to mean a life devoted to utter, almost abject, seriousness. Joyousness is a raiment that they shed long ago when they departed the halls of childhood and adolescence.

In doing so, I feel they have disturbed the delicate balance that each adult should maintain between a serious, external maturity on the one hand and a lighthearted, "external-child-within" **joie de vivre** on the other. This duality sort of reminds me of aspiring to be the President of the United States and Peter Pan at the same time. Obviously, it is all too human to wish to be one or the other, but not both. The trick is clearly in maintaining that delicate, but healthy balance.

Robert Fulghum, the writer and philosopher, relates his perspective on this dilemma too in his book **Uh-Oh: Some Observations From Both Sides of the Refrigerator Door**. He writes as follows:

"Ask a kindergarten class, 'How many of you can draw?' and all hands shoot up. Yes, of course we can draw--all of us. What can you draw? Anything! How about a dog eating a fire truck in a jungle? Sure! How big you want it?"

He goes on to note that you get the same unanimous, enthusiastic YES if you ask kindergarteners whether they can sing, dance, act in plays, write poetry, read, or count. But he notes that when you ask college students and those of an older audience the same questions, their responses are guarded, limiting, negative, and generally lacking in confidence.

He asks: "What went wrong between kindergarten and college? What happened to YES! Of course I can?"

It seems to me that Fulghum and I are both bothered by the same conundrum: If the "can-do" spirit that children possess seems to be such an essential element for adults to possess as well, why do so many adults appear to have abandoned it at the same time they removed the last vestiges of adolescence? It would seem that in many instances our society has performed its maturational catharsis on adults too well.

I would posit that the two qualities of hope and child-reminiscent confidence are closely aligned. If you can also accept that analogy, then you might see why I feel that "drawing upon the child within" is a necessary habit for adults to develop.

I feel that many of our adult basic education students draw upon that reservoir of "child-within hope/confidence" when they make the decision to enroll in adult basic education classes. I would further posit that that same quality helps many of those students to successfully cope with the rigors of those classes until they finally achieve their GED's.

It would seem to me, therefore, that part of the mission statement for adults in terms of how to live their lives should contain some intentionality relative to the resuscitation and nurturing of the child within.

Passport to Legal Understanding . . .

Is the title of the American Bar Association's (ABA) Newsletter on Public Education Programs and Materials. Many new readers, especially in English as a Second Language (ESL) programs, benefit from some extra instruction in the basics of our justice system and the ABA, in addition to their newsletter, has the following available: "Justice for All" videotape series, deals with the various courts (federal, state, appellate, etc.), how they work and how they fit into the United States system of justice. Included are an instructor's guide with discussion questions, a glossary of terms, and a listing of other resources. $75 for the complete package, #PC 468-0049 plus $5.49 shipping and handling. Send check payable to the ABA, 750 North Lake Shore Drive, Chicago, IL 60611.

The ABA is also having a "house cleaning" sale and is offering the following for $1 each: U.S. Constitution Resource Book and The Bill of Rights Resource Book. $2.95 shipping and handling for orders under $10. ABA, 541 North Fairbanks, Chicago, IL 60611. To get your name on the ABA newsletter mailing list, write to the North Lake Shore Drive address.

It's A Date!

A word from the "Calendar Man": *In our 1993 end-of-year evaluation cards, many* ***Buzz*** *readers noted they received their issue of "What's the Buzz?" too late in the month to act upon some of the meetings, etc., noted in "It's A Date!" We mail* ***the Buzz*** *no later than the 6th day of each month-in most cases on the 2nd or 3rd. The copies go to U.S. Postal Service distribution centers at Philadelphia, Pittsburgh, Williamsport and Harrisburg and arrive there sometimes the same day, never later that the next day. Each local post office treats 3rd class mail differently and we suggest if you get your* ***Buzz*** *after the 10th, contact your local postmaster. We will print at least two months of dates in each issue, but sometimes dates come to our attention between issues. We feel each of the dates published is important and we are glad to know you do also..*

September, 1993

NATIONAL LITERACY MONTH

8: GED-GET IT! 10 p.m. Public Broadcasting System (PBS). Show features stars who can attest to the benefits of earning a GED diploma; viewers may call the GED hotline (1-800-626 9433) for more information.

8: **International Literacy Day**

9: Region 2 Staff Development presentation co-sponsored with the Susquehanna Valley Adult Literacy Cooperative: **Learning Disabilities/A New Approach;** At Susquehanna University, Selingsgrove; Contact Esther Zabitz, (717) 523-1155, ext 328.

13-14: PAACE Board Meeting; Bloomsburg University. Retreat for Strategic Planning Task Forces.

17-20: Fourth National Adult Literacy Congress; Washington, DC; Theme: "Leadership in Action"; each state is being asked to send three new reader delegates and 1 practitioner delegate; sponsored by Laubach Literacy Action (LLA) and other literacy-oriented organizations; Contact LLA, Box 131, Syracuse, NY 13210.

22: National Educational Teleconference: "Breaking the Mold: Education Policy"; 2-3 p.m. Featured are Secretary of Education Richard Riley and Secretary of Labor Robert Reich. Free C-band downlinking available. Contact the National Center for Research in Vocational Education, (703) 231-5847.

22-24: 13th Annual National Rural Families Conference; Kansas State University, Manhattan, KS. Contact Conference Office (800) 432-8222.

23-25: 3rd Annual Conference of the National Association for Adults With Special Learning Needs (NAASLN); Theme: Creating Partnerships: Maximizing Resources; Charlotte, NC; Contact Dr. Richard Cooper, conference Chair, PO Box 716, Bryn Mawr, PA 19010 (215) 525-8336.

30: Deadline for presenter forms for 1994 Midwinter.

October, 1993

6: Region 2 Staff Development presentation: "Understanding and Mastering Stress." Lock Haven; contact Gail Leightley, (814) 359-3069.

6: National education teleconference: "Assessment 2000: An Exhibition." Will include information about alternative assessments--performance event; student project/exhibit; portfolio. 1:30-3 p.m. FREE C-band downlinking available; contact the National Center for Research in Vocational Education (703) 231-5847.

7-9: 15th International Conference on Learning Disabilities; Baltimore, MD; Contact Council for Learning Disabilities; PO Box 40303, Overland Park, KS 66204 (913) 492-8755.

13-17: National Rural Education Association Conference; Burlington, VT; Contact: Joseph Newlin, (303) 491-7022.

15-16: Annual Conference of the Orton Dyslexia Society, Greater Philadelphia Branch. Bryn Mawr. Contact: The Orton Dyslexia Society, Box 251, Bryn Mawr, 19010 (215) 527-1548.

21-23: The Future of Rural and Small Libraries; Gettysburg; Contact Bernard Vavrek, (814) 226-2383.

21-23: Literacy Volunteers of America (LVA) National Conference; Louisville. Contact Connie Schwein, (315) 445-8000.

22-29: 1993 Anniversary Conference of the Continuing Education Association of New York and the Continuing Education Association of Pennsylvania. At Binghamton, NY. Featured speakers will be Malcolm Knowles and Dr. Augusta Kappner, Assistant Secretary for Vocational and Adult Education, USDOE. Contact: Susan Kuncio, Cayuga Community College, 197 Frankling St., Auburn, NY 13021 (315) 255-1743.

29: Deadline for Success Students Applications.

For the Future:

November 18-20: American Association for Adult and Continuing Education (AAACE) 1993 Adult Education Conference; Dallas, TX. "Winds of Change: Opportunities and Challenges for Adult Education." Contact AAACE, 2101 Wilson Blvd., Suite 925, Arlington, VA 22201 (703) 522-2234.

February 9-11, 1994: **Adult Education Midwinter Conference, Hershey.** Theme: Unity Through Diversity. Contact the Pennsylvania Association for Adult Continuing Education (PAACE), Box 3796, Harrisburg, PA 17105.

It's What You've Been Waiting For! . . . THE FALL WORKSHOPS.

Put these dates on your calendar; the fall workshops for 1993 are an excellent opportunity to learn, share and get that old professional development back in gear.

Helen Hall is coordinating the workshops this year and is busy lining up the best presentors available in a number of areas of interest to teachers, tutors, counselors and administrators of adult basic and literacy education programs in Pennsylvania.

Registration forms will be sent to each Act 143 and Section 322 program director and will also appear in the October issue of "What's the Buzz?" All persons wishing to attend MUST register with: Helen Hall ABLE Bureau, 12th Floor, 333 Market Street, Harrisburg, PA 17126-0333 (717) 787-5532.You must register NO LATER THAN ONE WEEK BEFORE THE WORKSHOP. You know you'll be sorry if you miss the Fall Workshops, so make your resolution now--set up your car pool---See you there!

DATES

Pittsburgh: Bidwell Training Center October 16, 1993. Contact Valerie Njie (412) 323-4000.

Erie: Erie Adult Training Center October 23, 1993. Contact Daniel Tempestini (814) 871-6656.

Philadelphia, Cabrini College, October 30, 1993. Contact Kathy Kline (215) 971-8518.

Harrisburg, PDE Building, November 6, 1993. Contact Beth Bates (717) 787-5532.

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the news-letter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

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What's The BUZZ?

General Educational Development | A.B.E. Adult Basic Education | BE ALL YOU CAN BE — ADULT EDUCATION IS THE KEY

VOLUME 13, NUMBER 2 OCTOBER, 1993

Beyond Multiculturalism

by Dave Manzo

A few years ago I wrote two articles that concerned themselves with the relationship between adult education and multiculturalism (What's the Buzz, vol. 11, no. 1, 1991 and vol. 11, no. 6, 1992). The articles showed the evolution of my views on this subject. After the passage of time, I had the opportunity to review those two pieces to see if my views had changed since they were first written. We should try to review ideas and beliefs periodically, for the sake of our own development. What I found, and what I want to share with you, is that some change has occurred (for example, my views involve an interactionist as well as a functional perspective), but the basic premises remain the same.

I have reached the conclusion that I am not satisfied with the term "multiculturalism". Upon hearing the term, I begin to conjure notions of polarization and Balkanization of individuals and groups (racial and ethnic) demanding their share of the curricular pie. These enclaves exist, not to share the wealth of knowledge of their culture with others for the common good of American society, but merely to force-feed their ideas to the education community. If they do not achieve their desired results, they will not participate at all – to the detriment of everyone involved.

My suggestion is that we move beyond multiculturalism (the polarization, and the talking to instead of talking with mentality) to "interculturalism". By "interculturalism", I refer to the interaction among cultures, cultures playing-off one another, exchanging ideas, taking those ideas from other cultures and adapting them to meet their own needs. The interaction and exchange of ideas can only be good for these subcultures as well as for

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IN THIS ISSUE . . .

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and more professional development information for YOU!

Pennsylvania Proclaims Literacy Day

Commonwealth of Pennsylvania

Governor's Office

PROCLAMATION

LITERACY DAY
September 8, 1993

In the absence of Governor Robert Casey, Lieutenant Governor Mark Singel signed a Proclamation on September 3, 1993 designating September 8 as Literacy Day in the Commonwealth. The Proclamation noted the importance of reading and writing in today's society, the need for a literate America and the fact that 1 out of 5 adults lack the basic skills necessary to function on a daily basis without assistance.

The proclamation noted the commitment of the state administration to helping people reach their fullest potential and presented as an example the nearly $50 million which Pennsylvania has invested in adult literacy programs over the past six years.

Our thanks to Joan Leopold, Executive Director of the Pennsylvania Association for Adult Continuing Education (PAACE), for furnishing a copy of the Proclamation.

Funding for Correctional Education a Mix, but Improving

With the establishment of the U.S. Office of Correctional Education in April, 1991, has come some much needed recognition of the role of Correctional Education and, as Public Law 101-392 which establishes the Office says: "finds and declares that (1) education is important to, and makes a significant contribution to, the readjustment of incarcerated individuals to society; and (2) there is a growing need for immediate action by the Federal Government to assist state and local educational programs for criminal offenders in correctional institutions."

The Secretary of Education, through the U.S. Office of Education, coordinates and provides technical support to State and local educational agencies and schools involved in correctional education including schools funded by the Bureau of Indian Affairs. The Secretary reports annually to Congress as to the progress of the Office and the status of correctional education in the United States and provides for cooperation and coordination of correctional education programs being carried on by the various Federal agencies.

State Level: On the state level the Secretary of Education, through the Office of Correctional Education, consults with and provides outreach to State and local directors and collects from the states samples of information as to the number of individuals

(Cont. on p. 2)

Corrections Funding, cont.

completing a vocational education sequence, earning a high school degree or general equivalency diploma, earning a postsecondary degree while incarcerated and the correlation with job placement, job retention, and recidivism.

In addition to a State Department of Corrections, Pennsylvania has a Bureau of Correction Education which is part of the Department of Education. William Mader is Bureau Director.

Funding: In addition to a 1% set aside from the Carl D. Perkins Vocational and Applied Technology Act, corrections education is included in the 10% set aside from state funds from the Adult Education Act for institutions, special education funding for adults with disabilities, and the Library and Construction Act provides grants to the States to provide improved library access to adults who are incarcerated.

The Pennsylvania Department of Education is one of eleven agencies receiving funding under a $2 million provision of the Perkins Act for correctional education demonstration programs. The purpose is to improve access to quality vocational education programs for individuals in correctional institutions and each project offers an integrated academic and vocational education program and also provides life skills training, work experience and post-release transition support services to incarcerated individuals.

The National Literacy Act signed in 1991 created two new programs for the incarcerated. $5 million was appropriated for 1992 to fund "The Functional Literacy for State and Local Prisoners Program" which will provide a mandatory, system wide, functional literacy program for every inmate reading below the 8th grade level. Sharing in the $5 million appropriation is "The Life Skills for State and Local Prisoners Program" which began in 1993.

"ELM Branches Out" Is OUT . . .

Cheryl Harmon, Resource Specialist at the State Adult Literacy Resource Center in Harrisburg, tells us the only copies of "ELM Branches Out" which are still available are free loan copies. "ELM Branches Out" is an ESL resource book recommended by Nonie Bell of Northampton Community College in an article she wrote for the September issue of "What's the Buzz?". Free loan copies of the publication are available through either the Harrisburg Center (1-800-992-2283) or the Western Pennsylvania Adult Literacy Resource Center (1-800-446-5607).

Multiculturalism

Information Sources

Last month's article by Dr. Margaret Shaw titled "Tips on Teaching African-American Adults" has brought inquiries for sources of information. Dr. Shaw graciously furnished us with the following:

Asante, M.K. (1991). The Afrocentric idea in Education, **Journal of Negro Education**, 60, 170-180.

Ausabel, D.P. (1963). The psychology of meaningful verbal learning. New York: Grune and Stratton.

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Gibson, M.A. (1988). Accommodation without assimilation: Sikh immigrants in an American high school and community, Ithaca, NY: Cornell University Press.

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ESL

Instruction and Technology

by Mary T. Hamilton, ESL Coordinator
Greenville Literacy Council

ESL students offer many surprises these days. Sometimes they have videos of their homes that they are willing to share. During the past year, some of us at the Greenville Literacy Council have had the pleasure of being able to see videos belonging to students from Georgia (formerly in the USSR), Tunisia and Vietnam.

If this opportunity arises for your program, it should not be passed by. A video of a student's home and country can provide a totally different perspective for the tutor. Seeing the student in his or her natural surroundings helps immensely in providing an understanding of the culture shock that ESL students always experience when they leave their native lands.

Undoubtedly other ESL tutors and staff members have experiences which they can share in "What's the Buzz?". Exchanging recent accomplishments and new developments is one of the best ways to improve the effectiveness of the ESL programs.

We thank Mary Hamilton for her program suggestion and invite each of you to write us at Box 214, Troy, PA 16947 with news of teaching techniques you have found effective.

Beyond Multiculturalism, cont.

American society. We can see where this interaction of cultures has impacted on American society on things like food, music, clothing and language.

The adult educator has the task of balancing the necessity of recognizing contributions by the representative cultures, with the necessity of showing that contribution in context and perspective. It should be remembered that education is a social as well as a psychological activity. If this is accomplished, it could have the added effect of increasing minority participation in adult education activities.

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Quality Indicators Topic of Final Summer Institute

It started slowly, stumbled, picked up speed and finished in thoroughbred fashion. No, that's not a horse race, but a brief description of the final summer institute held August 25-27 with the topic being "Indicators of Program Quality".

If there is one simplification which can be made about Program Quality Indicators it is "There's lots of confusion out there," and the first day of the Institute emphasized that point.

Program personnel came to learn one thing ("what do we have to do?") and state and federal officials came to discuss something else ("Here's how to do it.").

After an afternoon of sometimes frustrating discussion with adult education teachers, program directors and counselors attending the Institute, Dr. John Christopher, Director of the Bureau of Adult Basic and Literacy Education , and his two advisers who worked on the Institute, Helen Hall and Ella Morin, literally burnt the midnight oil re-structuring, re-planning, re-writing and doing an exemplary job of setting up guidelines for the second day of the Institute which, in the words of one participant, "Gave me an excellent opportunity to share ideas and concerns with others who came to learn what we need to do to meet state and federal requirements."

The secret and missing ingredient in the first day's activities centered around a misconception of most persons in attendance that their programs would be told which quality indicators had to be put into place in their program, how "Quality" was to be measured and what standards of quality each program would be expected to achieve: and that's **not** what the Institute was all about.

Program Quality Indicators –What are they?

For the past three years "What's the Buzz?" has been bringing our readers the latest information available relating to Quality Program Indicators- - the label put on the intent of the National Literacy Act of 1991. The Act, in its attempt to ensure that educational services supported with federal funds would provide "Quality", called for the U. S. Secretary of Education to develop INDICATORS OF PROGRAM QUALITY in adult education that **could** be used by states and local programs as **models** by which to judge the effectiveness of their services. Note our emphases on "could" and "models" as it is from the misinterpretation of these terms some of the trepidation and insecurity of Adult Basic and Literacy Education (ABLE) programs in Pennsylvania has resulted.

States to Develop Indicators: The Adult Literacy Act, in addition to requiring the above activities of the U.S. Department of Education, also required states to develop indicators of program quality for adult education programs by July, 1993. Pennsylvania progressed rapidly in this direction and, following a number of public hearings held throughout the state at which adult educators gave testimony, the Bureau of Adult Basic and Literacy Education developed and adopted 10 **Indicators.** Not unexpectedly the wording of the state-adopted indicators is nearly verbatim from the **model** submitted by the USDOE, but, in addition Pennsylvania has added an indicator dealing with **volunteers** in adult education programs (due to the large number in our state) and **multiculturalism** because of the strong interest in this area by a large number of state adult educators. In the Preface to the Pennsylvania Adult Education State Plan Amendments dealing with Quality Indicators, the critical point is made that: **"The primary purpose of the indicators is to provide a model by which to judge the success of the programs."** Again note the use of the term "model".

At Quality Indicators Institute: Shella Carson, Counselor, left, and Carolyn Henry, Program Director and head teacher, both from the Harrisburg School District Adult Education Program.

The Bottom Line: We could, and have in a number of back issues of "What's the Buzz?", go into detail as to what the feds and the ABLE Bureau say about Quality Indicators, Measures and Standards. However, enough has been written which leaves it to ABLE program personnel to read it. Contact AdvancE (1-800-992-2283) or the Western Pennsylvania Adult Literacy Resource Center (1-800-446-5607) and ask for the loan of a copy of the July, 1992 publication from the feds, "Model Indicators of Program Quality for Adult Education Programs"; then, from the same sources or your local program director get a copy of the "Proposed Amendments to the Pennsylvania Adult Education State Plan" which was distributed in the fall of 1992.

The Indicators: Having said this, we are listing here the indicators now in place in the State Plan. Remember these are examples of what the state ABLE Bureau feels are indicators of program quality. Although some measures and standards are outlined in the State Plan, what local programs use to assess/evaluate their program's activities and characteristics as they relate to the Quality Indicators IS UP TO THE LOCAL PROGRAM. Programs will be required to show how they measured local program activity and how this assessment relates to program quality, but ABLE Bureau personnel are not going to second guess local programs which have been given the autonomy (and responsibility) to determine local standards and measures for these Indicators:

Educational Gains: Indicator #1: "Learners demonstrate progress toward attainment of basic skills and competencies that support their educational goals" To demonstrate what we have been saying in this area, programs decide what measures to use in determining progress, how to determine educational goals and what qualifies as "progress".

Indicator #2: "Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training into other skill levels."

Program Planning: Indicator #3: "The program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economic and technological trends, and is implemented to its fullest extent."

Accountability/Immediate past performance record: Indicator #3a: "Annual and fiscal reports are submitted on time and reflect progress."

Curriculum and Instruction: Indicator #4: "Programs have curriculum and instruction geared to student learning styles and levels of student needs." Indicator #4a: "Adequate instructional materials are provided to enable students to become functionally literate."

Support Services: Indicator #5: "Coordination of support services to students."

Student Recruitment: Indicator #6: "Appropriate Student Recruitment Methods."

Student Retention: Indicator #7: "Students remain in the program long enough to meet educational goals."

Staff Development: Indicator #8: "Staff Development component is operational and ongoing." Indicator #8a: "Improved Teacher Effectiveness."

Volunteers as Tutors: Indicator #9: "Programs have an ongoing relationship with volunteers or tutors."

Sensitivity/Multiculturalism: Indicator #10: "Adult educators have the ability to relate to educationally disadvantaged learners."

None of us appreciates the additional paper work, administrative and instructional energy which go along with new regulations. However, we **do** want QUALITY adult education programs throughout the state. Perhaps the Quality Indicators are the way to go toward that end.

School-based adult educators hold discussion at the Quality Indicators Institute.

PAACE Board sets special interest activities for Midwinter

In addition to the large variety of concurrent sessions designed to appeal to all persons who work with adults in an educational setting in Pennsylvania, the Pennsylvania Association for Adult Continuing Education (PAACE) Board of Directors at its recent meeting developed a number of Conference activities which will be specific to each of the five Special Interest Sections which were recently identified as replacing the former 20-25 interest sections.

Each section will hold a special luncheon for its members with a speaker to be chosen by the section. Some sections may choose to hold the luncheon with another section, but it is hoped the luncheon activities will include organizational activities to establish a strong program for the section members in 1994-95.

The PAACE Board also is making available to each section a special award to recognize an exemplary program in the section. Sections are asked to send their program selection to PAACE (Box 3796, Harrisburg, PA 17105) no later than October 30, 1993. The award will be presented at the Awards luncheon along with other awards of the Association.

At the PAACE Board of Directors Meeting held at Bloomsburg: left, PAACE President Victoria Fisher and Board Member Marlowe Froke.

Finally, the PAACE Board of Directors is expanding its membership to include a representative from each of the five special interest sections. It is hoped the new Board members will attend as many of the monthly Board meetings as possible and serve as a conduit of information from the section's members to the PAACE Board and from the Board to the members.

Appointed or elected Chairpersons of the Special Interest Sections are: **ABE/GED**, Margaret Keeley, Lutheran Women's Program, 1340 Frankford Avenue, Philadelphia, PA 19125 (215) 426-8610; **Business and Industry**, James Imler, Dauphin County Technical School, 6001 Locust Lane, Harrisburg, PA 17109; **ESL**, Kathleen Pryzgoda, 475 W. Glen Rose Road, Coatesville, PA 19320 (215) 857-3274; **Higher Education**, Cheryl Boyer, Temple University - Harrisburg, 223 Walnut Street, Harrisburg, PA 17101 (717) 232-6400; **Literacy**, Monica Kindig, Midstate Literacy Council, 204 Calder Way, Suite 306, State College, PA 16801 (814) 238-1809.

PAACE members wishing to suggest nominees for program awards and/or Special Interest Section officers should contact the persons above.

A reminder: Join PAACE - - your professional organization. Send $20 to Box 3796, Harrisburg, PA 17105.

Regional Staff Development Personnel Meet, Plan

"This is the second year for our statewide emphasis upon Staff Development; last year was a learning year; we in Pennsylvania have done an outstanding job by providing for adult education teachers as broad-based an experience with Staff Development as is possible." With these words Dr. John Christopher, Director of the Bureau of Adult Basic and Literacy Education (A.B.L.E.) greeted the directors and coordinators of eight of the nine Pennsylvania Regional Staff Development Centers at their recent meeting near Harrisburg.

Dr. Christopher noted the 30% turnover in adult education teachers in Pennsylvania makes it necessary each year to orient teachers coming into adult education from elementary and secondary education classrooms. One of the basic attitudinal changes required of most new adult education teachers is for them to realize adults are not children; their learning styles, motivations and experiences widely vary from learners in K-12 and it is one of the jobs of Staff Development programs to assist new adult education teachers in understanding this concept.

In closing, Dr. Christopher told the directors and coordinators, "We are going to expect you to keep us informed as to the activities and programs your centers are involved with and, although I am pleased with your efforts last year, we are looking forward to improvement in our second year."

The nine regional centers were set up last year as part of the new emphasis on Staff Development which resulted from the mandate in the National Literacy Act which earmarked a substantial portion of Section 353 funds for Staff Development and Teacher Training projects. As a result, in addition to a number of Section 353 projects funded for 1992-93, an $80,000 grant was awarded to each of the nine Regional Staff Development Centers for workshops, materials, tuition reimbursement and other projects. The same amount was awarded the nine centers for 1993-94 and part of the discussions at the recent meeting centered around what works and what does not work in providing Staff Development through the regional centers.

Two areas of concern were evident in the discussions: 1. the small number of adult education practitioners who applied for tuition reimbursement and 2. the relative lack of participation by school district based ABLE staff in regional center activities.

In the case of tuition reimbursement, each of the centers felt part of the lack of response was due to the late start most centers experienced and the response would pick up this year. In fact, one center noted they already have 21 requests for tuition reimbursement from adult educators in their region.

As for the second concern, that of school district-based personnel not participating fully in staff development opportunities, a number of reasons were addressed and it was recommended a research project be initiated to identify and suggest ways to overcome the problems.

In addition to Dr. Christopher, persons in attendance were addressed by Helen Hall and Ella Morin, Section 353 advisers for the A.B.L.E. Bureau, Evelyn Werner and Cheryl Harmon representing AdvancE, the adult education resource center based in Harrisburg, Chris Kemp, resource specialist for the newly opened Western Pennsylvania Adult Literacy Resource Center in Gibsonia, and Dave Fluke, editor of "What's the Buzz?" which carries news of regional staff development activities and upcoming dates.

Some Regional Staff Development Center personnel at their recent meeting: from left, Dr. John Christopher, Director of the Bureau of Adult Basic and Literacy Education (A.B.L.E.), Edie Gordon and Gail Leightley, STAR Region #2, Kathy Kline and Judith Bradley, Region #8, Joyce Kerrick, Region #3, Diane Inverso, Region #9, Beverly Smith, Region #6, and Chris Kemp, Resource Specialist for the Western Pennsylvania Adult Literacy Resource Center.

Buzz readers are strongly encouraged to contact their regional staff development center (see listing in the September issue) and make sure they are on the center mailing list.

BEST COPY AVAILABLE

What's New in the Marketplace?

Our review policy: We actively solicit sample publications from publishers for review. Although we cannot review every publication received we try to bring to our readers' attention the new publications in Adult Basic and Literacy Education which seem to fill a gap in what has been previously published or which seem to meet the needs of our readers in terms of quality or originality.

We submit publications which we receive to experienced adult educators in the field and send them along to either AdvancE or the Western Pennsylvania Adult Literacy Resource Center after we review them.

Space limitations are such that we cannot go into great detail about any publication. Rather, we try to touch upon the primary characteristics of the publication and encourage Buzz readers to contact the publisher for review copies (they're always pleased to fill such requests) or contact one of the resource centers for a free loan. We also understand some of the regional staff development centers have established libraries of materials for adult educator perusal.

GED: We can remember when "Cambridge" was the name in General Educational Development (GED) preparation in Pennsylvania. What with corporate buy-outs, personnel shifts, etc., however, many programs drifted to Contemporary, Scott-Foresman, Steck-Vaughn or other publishers for their GED materials. **Cambridge Adult Education** (a section of Regents/Prentice-Hall) is on the comeback and their brand new, 1993 "Revised Cambridge GED Program" brings back the familiar "Predictor Test", and either single subject GED books or a "Comprehensive Book" with two complete GED tests and test-taking skills instruction built into every lesson. Both formats offer lots of practice exercises and instructions to the adult student which will require some explanation by the instructor. **Cambridge/Regents/Prentice-Hall** sales reps will be at the upcoming fall workshops and this should be an excellent opportunity to pick up lots of review copies of Cambridge and other publishers' materials. Pennsylvania sales rep is: **Jackie Hartwick** (215) 275-6313.

A new **GED Curriculum for Health Care Workers** uses an intriguing idea to teach GED skills in reading and math by using printed materials built around the knowledge base that a health care worker might use on the job and in certification courses. For $35 it's worth a look and might fill one of those gaps in your instructional program. Contact the **Consortium for Worker Education**, 275 7th Avenue, 18th floor, New York, NY 10011 (212) 647-1900, attn. **Angela Rojas.**

Pre-GED? Where does preparation for the GED test and basic skills instruction end? We believe there is lots of material published for basic skills instruction which is just what some GED students need - - now if you can just convince the students. The "Pre-GED" books help overcome some of the reluctance of would-be GED adults to deal with non-GED specific materials and **Contemporary Books** (Pennsylvania sales rep is **Myron Hallock**, 1-800-397-2556) has a new series which fits into this category. "Foundations" offers "basic" instruction in writing, social studies, science, reading and mathematics and might meet the needs of a program looking for GED preparation materials on a basic level.

Steck-Vaughn (sales reps are: NE - **Lisa Hasson**, 1616 Morris Court, North Wales, PA 19454; West - **Frank Hartle**, RD 2, Box 197-2, Lindsey Rd., Zelienople, PA 16063; remainder of state - **Myrna Deaux**, 220 Rochelle Ave., Philadelphia, PA 19128. All reps can be reached through 800-531-5015.) still has available their "Pre-GED 2000" Software package which is compatible with IBM or Apple systems. Instruction, interaction and user-friendly with a management component which permits the instructor to keep in touch with student progress and to individualize instruction. It's expensive - starts around $2,000 - but could fill a need when your program gets around to computer assisted instruction.

Math: We should also mention a new math review book from **Contemporary** which, as the publisher says, "is designed to help students brush up on basic computation and problem-solving skills – from whole numbers to beginning algebra." We're always looking for books which more advanced students can work on individually while we're doing group instruction. This looks like a possibility.

Essay Writing: **Contemporary** also has two new books pertaining to essay writing. "Writing and Reading the Essay - a process approach" is probably all you will need to start and complete essay instruction. From dealing with the parts of an essay through writing skills (narrating, comparing and contrasting, etc.) through a thorough review of grammar as it pertains to essay writing this book seems to have it all – or most of it. Follow up Writing and Reading with "The GED Essay – writing skills to pass the test" and your students will have a comprehensive essay curriculum.

Economics seems to be more "studied" in recent years, perhaps because of the emphasis upon workforce and job related education. We used to deal with consumer economics in our life skills instruction, but the revised GED test and changing demands on adult education produce the atmosphere for a new publication by **Educational Design, Inc.** (sales rep is **Len Keller**, (215) 752-2705) which translates economic principles (market economy, capitalism, Keynesian economics, etc.) into everyday, understandable ideas which are equally usable by workers trying to learn more about business and GED preparation students. There is a Teacher's Guide and Answer Key.

Business Math: **EDI** also has available "Business Math and Recordkeeping" which can be valuable in a workforce/workplace education setting, and advanced ESL class or for use with one or two students marking time before moving from basic skill to GED instruction.

Adult Basic Education Employment Opportunities

The Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education, is seeking to fill several Adult Basic Education Advisor 1 (ABEA 1) positions. These positions are headquartered in Harrisburg, Dauphin County, but they do require extensive travel throughout the state.

Minimum experience and training for an ABEA 1 is:

*** Four years professional experience in basic adult education or adult education.**

*** Graduation from a four-year college or university, supplemented by graduate study to the level of a master's degree, with major course work in education earned at either the undergraduate or graduate level; or any equivalent experience and training. One additional year of professional education experience can be substituted for the specific master's degree requirement.**

For more information and an application, contact Deb Figley, (717) 787-5134, or Barb McNichol at (717) 783-9340, Department of Education, Bureau of Personnel, 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333. You must be a Pennsylvania resident.

The Pennsylvania Department of Education is an equal opportunity employer and does not discriminate on the basis of physical or mental disability.

Regional Staff Development Center News . . .

Region 2

Stars for the Kid Inside

by Gail Leightley, Coordinator (814) 359-3069

The 64 attendees at Project STAR's first sponsored workshop were delighted. They learned a lot about teaching people with learning differences, they got their certificates hand-delivered and they earned a star, all in the same day! During September, all the other A.B.L.E. (Adult Basic and Literacy Education) staff and volunteers on the Project's mailing list received a certificate, too. Each says "(Jane Doe) is an A.B.L.E. Star."

Project Star wants to honor people who are helping adults learn, and they want to encourage all A.B.L.E. staff and volunteers in the Region to pursue professional development. The certificates provide a fun way to do both. Each one has five outlined stars. Each time an A.B.L.E. person completes a training activity, he or she will get a colored star to paste on the certificate. Those who earn five training stars will get a new certificate declaring them "Super Stars". The September mailing included information on each of the many ways to pursue staff training and earn a star. Anyone in the Region who did not get a personalized certificate should contact Project Star at (814) 359-3069. Your inner child will want it for all those beautiful stars you're going to earn.

Focus Group Discussions Determine Needs

The best way to find out what people want and need is to ask them. One way to do this is in focus group discussions. Gail Leightley, Region 2's staff development coordinator, is holding discussions with small representative groups of staff and tutors at each A.B.L.E. program in the region. Attendees are asked to address the broad topic of training needs in terms of their own desires. From these discussions, small, localized workshops will be developed to meet the specific needs of each program. Gail expects to complete all the discussions by the end of October.

Region 5

by Randy Varner, Coordinator (717) 248-4942

The Tuscarora Intermediate Unit Adult Education and Job Training Center is pleased to have been awarded the grant to again serve as the Region 5 Staff Development Center. We enjoyed working with the region's administrators, teachers, and counselors last year. We are dedicating ourselves to being better than ever this year!

Plans are underway for a second annual corrections in-service at SC Cresson. We are working closely with Jim Hudack to provide four quality workshops for corrections staff. There will be a vendor fair at the in-service. The in-service will be held on Wednesday, November 17, 1993 from 8:30 a.m. to 3:00 p.m.

An "adult learning styles" workshop has been scheduled for October 21, 1993 at Altoona. The workshop, presented by Shirley Mattace, will be held from 6:00-9:00 p.m.

The first meeting of the South-Central Region 5 Advisory Board on the new project year will be held on October 7, 1993. All aspects of the project will be discussed at this meeting.

We are working closely with Juniata College on the area of Teacher Action Research. At least three training sessions will be held throughout the region on this topic. Participants then will have the opportunity to do research for credit through Juniata College. These credits will be eligible for the project's tuition reimbursement.

If you have any questions about the above activities please call Randy at (717) 248-4942. We are looking forward to another great year!

Region 7

by Jane Ditmars, Coordinator (215) 758-6347

Tri-Valley will start the new grant year by re-assessing your needs. All adult literacy educators will soon receive copies of our revised needs assessment survey. We will tally all responses as soon as they are received, and results will be reported to you in our Region 7 newsletter. Last year we received 155 replies to the 238 surveys we sent. Ninety-eight of these were from teachers, 21 from counselors, 18 each from administrators and office staff. This year we will also include a questionnaire for volunteer tutors.

Individual learning packets covering five topics were distributed in June, 1993. We are presently asking programs in our region who use these packets to contact us with information as to how they are being used and how they could be improved.

In June we presented recognition certificates to 84 adult educators who participated in Region 7 staff development activities. We send special congratulations to the following top five: **Linda Martin** - 20 hours; **Maureen Cort** - 19 hours; **Nancy Krause** - 18 hours; **Sue Griffith** - 17 hours; **Larry Lynch** - 17 hours.

Professional Resources: Video presentations on ESL, the AIDS quilt, Multiculturalism, Writing for the GED, Assessment and Motivation are available from our resource center. We would appreciate additional suggestions as to video presentations you would like us to add to our collection.

A detailed manual called "Using the Network Server" has been completed and printed. A computer assistant is available for consultation in installing a modem at your program site and connecting to the network server. Seven programs in the region presently have modems.

Region 8

by Kathy Kline, Coordinator (215) 971-8518

September is the beginning of year #2 for the Cabrini College Region 8 Adult Education Staff Development Center. We are up and running serving Bucks, Chester, Delaware and Montgomery Counties.

Looking ahead into the upcoming year:

The staff in the Region 8 programs will be again offered tuition reimbursement monies for college courses. If you are taking any college courses, from one credit on up, related to your work in Adult Education, please contact Kathy Kline at (215) 971-8518. Those paid from Act 143 and/or Section 322 funds are eligible.

Site visits to obtain individual staff needs assessment information are being set up. The goal for the center staff is to visit 2-3 programs each month to meet with the staff. Two are set up for October, but there is plenty of room for more, so please be prepared for a call to visit you. If your program has a staff meeting set for sometime in the next months, call and Kathy will be happy to join you.

The Advisory Board held its first meeting on September 22 and will meet three more times during the year. There are two positions open on the board. If any staff person would like to volunteer as a board member, call today.

Staff Development Activities:

The Region 8 Staff Development Center has several activities planned for the first few months. A GED Tutor Training workshop of tutors and tutor trainers is scheduled for October 21 with the Norristown Literacy Council in Norristown, PA. This workshop will be to train tutors and tutor trainers with the new component of training added to the NLC's course. **Call the Region 8 staff for more information.**

The PDE Fall Workshops will be held at Cabrini College on October 30. The opening session will be held in Widener Center.

An ESL Teacher Sharing Day is tentatively scheduled for December 1, 1993. This day will be devoted to ESL administrators and instructors throughout the region. You will have an opportunity to share the highlights of your programs, pick your fellow ESL staff persons' brains for helpful ideas, brainstorm new ideas and programs, etc. There will be a keynote speaker and lunch will be provided. More information will be in upcoming newsletters. Watch your mail!

The Center staff is planning to repeat this type of sharing day in other interest areas early next year. Call the center for more information.

The Region 8 office is open for visitors from 9 am to 4 pm each weekday. We have many staff development materials for evaluation, video tapes of previous workshops and student/teacher materials for examination. Stop by and check out the file cabinets and shelves.

Supervisors #1 and #2

We are sure **Buzz** readers will be pleased to hear the two supervisor positions left vacant when Gordon Jones retired have now been filled and both supervisors are firmly in place and flooded with the usual details, paper work and administrative detail inherent with their new jobs.

Don Lunday, Special Projects Supervisor

Newest on board is **Don Lunday** who is working with Helen Hall and Ella Morin in Special Programs and Projects, most of which are funded through Section 353 of the Adult Education Act.

Chuck Holbrook, Advisor Supervisor

We visited with Don recently in his office on the 12th floor of the Department of Education Building and found him literally surrounded by piles and heaps of Section 353 final reports and products from the 1992-93 program year.

Chuck Holbrook has been in his chair as supervisor of the Bureau advisors for some time. Most **Buzz** readers know Chuck from the capable job he has done as state GED administrator and regional advisor.

We welcome each of the new supervisors and know ABLE practitioners will find the two additional "inquiry answerers" will prove to be accessible and eager to provide technical assistance.

Condolences . . .

To the family of Jerry Carpenter, 46, newly hired adviser in the Bureau of Adult Basic and Literacy Education, who passed away several days after a massive coronary attack. We talked with Jerry at the Workforce Literacy Summer Institute at Erie two weeks before he was stricken and know he was enthusiastically looking forward to working with A.B.L.E. practitioners throughout the state.

Bureau adds two advisors, budget analyst

The cubicles on the 12th floor are filling up and, through the continued efforts of the Bureau of Adult Basic and Literacy Education Director Dr. John Christopher, staff positions (along with the cubicles) are being filled by capable adult education professionals who we have found to be willing and eager to provide assistance to ABLE practitioners.

One of the first results of the new staff members' efforts has been the comparatively timely release of funds for 1993-94 which has resulted not only from the long hours spent by ABLE advisers in wading through proposals, but from the hiring of temporary employees to assist in the wading process. Included in these is **Harry Frank** (no relation to Martha) who retired from the Bureau of Vocational Education and is struggling with some of the "creative math" perpetrated in program proposals. Harry has promised us a listing of what he has found to be the most common math errors which,

Harry Frank

Richard Stirling, Budget Analyst

he notes, can slow down approval of a program for months.

Richard Stirling was added to the Bureau as Budget Analyst some time ago and is now immersed in final reports and budget closeouts of literally hundreds of Act 143 and Section 322 and 353 programs. He is also concerned with new budget proposals and, when we visited him, was attempting to reconcile some of the mistakes and errors in program proposals.

The newest member of the ABLE Bureau (as of the date of this writing) is **Mary Jane Corl.** Mary Jane has not yet been assigned to an advisor job, but looks forward to working with whichever group of adult educators she is assigned. At present, Mary Jane is immersed in stacks of program proposals assigned for her review.

National Literacy Institute Has Grants

Cheryl Harmon, resource specialist for AdvancE, our adult basic and literacy education resource center in Harrisburg (1-800-992-2283), has access to lots of information concerning grants in the literacy field, but, short of a mass mailing every time something comes across her desk, Cheryl depends on "What's the Buzz?" to get the news out.

Unfortunately, this may mean our readers get information about grants, etc. after the due date in Washington, DC. To offset this, we recommend programs equipped to go after comprehensive grants with nationwide scope, get a subscription to the **Federal Register** or, if your local library has a subscription, set a block of time each week when you can scan the Register for information such as this:

Student Literacy and Mentoring Corps: The Education Department is soliciting applications from colleges to operate Student Literacy Corps and Student Mentoring programs in partnership with local community service agencies. Eleven awards of approximately $95,000 each will be made for fiscal year 1994. To obtain applications or information contact Darlene B. Collins, U.S. Department of Education, 1-202-708-6128 or 7389.

7-Eleven Literacy Grants: Award grants from $500 to $2,000 to community-based literacy programs. Contact Treasa Gallaway-Davis (215) 672-5711.

Academy on Performance Accountability: The National Institute on Literacy wants a non-profit contractor to assist with an Academy on Performance Accountability to be held the week of December 5, 1993. The Academy will be an intensive work session that gives State teams the opportunity to work with leading national experts on performance measurement and reporting in designing a PMRIS (performance, measurement, reporting and improvement system) for literacy and basic skills programs. Deadline is October 15, 1993. Contact Darlene McDonald or Victor Westbrook at (202) 632-1500.

Mary Jane Corl, ABLE Advisor

We welcome each of the new ABLE Bureau staff members and know our **Buzz** readers will take an extra few minutes at the fall workshops and during visits to the 12th floor to say "hello" to our new colleagues.

It's A Date!

Remember: Contact your regional staff development center for more information about center-sponsored events. For the name and address of your regional center, see the September issue of "What's the Buzz?".

OCTOBER, 1993

4: Region 7 Staff Development Center Advisory Board Meeting; 12 noon; Penn State-Allentown in Fogelsville. Contact Jane Ditmars (215) 758-6348.

6: Region 2 Staff Development presentation: "Understanding and Mastering Stress." Lock Haven; contact Gail Leightley, (814) 359-3069.

6: National education teleconference: "Assessment 2000: An Exhibition." Will include information about alternative assessments--performance event; student project/exhibit; portfolio. 1:30-3 p.m. FREE C-band downlinking available; contact the National Center for Research in Vocational Education (703) 231-5847.

6-8: Educational Technology Conference sponsored by the Pennsylvania Department of Education and the Pennsylvania Association of Federal Programs Coordinators. Altoona. Over 75 sessions and/or demonstrations involving technology in the classroom. Contact Jerry Valeri, (814) 946-8366.

7-9: 15th International Conference on Learning Disabilities; Baltimore, MD; Contact Council for Learning Disabilities; PO Box 40303, Overland Park, KS 66204 (913) 492-8755.

12: Region 2, Project STAR, staff development program. "Matching Teaching Styles to Learning Styles"; Enrollment limited to Rockview SCI staff and parateachers. Contact Gail Leightley, (814) 359-3069.

13: A Bee for the Center for Literacy; A corporate/celebrity spelling challenge to benefit CFL. Contact JoAnn Weinberger, (215) 474-1235.

13-17: National Rural Education Association Conference; Burlington, VT; Contact: Joseph Newlin, (303) 491-7022.

15-16: Annual Conference of the Orton Dyslexia Society, Greater Philadelphia Branch. Bryn Mawr. Contact: The Orton Dyslexia Society, Box 251, Bryn Mawr, 19010 (215) 527-1548.

16: **FALL WORKSHOP. BIDWELL TRAINING CENTER, PITTSBURGH.**

20: Region 2, STAR Project staff development program; "Computer Network Processing of PDE's New Attendance Forms"; Enrollment limited to CIU Development Center Staff; Vo-Tech school, Pleasant Gap. Contact Gail Leightley, (814) 359-3069.

21: Region 5 staff development program; Altoona; "Learning Styles". 6 - 9 p.m. Contact Randy Varner (717) 248-4942.

21-23: The Future of Rural and Small Libraries; Gettysburg; Contact Bernard Vavrek, (814) 226-2383.

21-23: Literacy Volunteers of America (LVA) National Conference; Louisville. Contact Connie Schwein, (315) 445-8000.

22-29: 1993 Anniversary Conference of the Continuing Education Association of New York and the Continuing Education Association of Pennsylvania. At Binghamton, NY. Featured speakers will be Malcolm Knowles, Gordon Godbey and Dr. Augusta Kappner, Assistant Secretary for Vocational and Adult Education, USDOE. Contact: Susan Kuncio, Cayuga Community College, 197 Frankling St., Auburn, NY 13021 (315) 255-1743.

23: **FALL WORKSHOP. ERIE ADULT TRAINING CENTER.**

29: **Success Student Nomination forms due** to Ella Morin, ABLE Bureau, 333 Market Street, 12th floor, Harrisburg, PA 17126-0333.

30: FALL WORKSHOP. CABRINI COLLEGE. PHILADELPHIA AREA. Park in designated spaces only or have a budget line for parking tickets. Widener Center (same building as last year).

NOVEMBER, 1993

3-6: 44th Annual Conference of the Orton Dyslexia Society; New Orleans. Contact: The Orton Society, 8600 LaSalle Rd., 382 Chester Bldg., Baltimore, MD 21286 (410) 296-0232.

4-6: Council for Adult and Experiential Learning International Conference, New Orleans. Call Council at (312) 922-5909.

6: **FALL WORKSHOP. PDE BUILDING, HARRISBURG.**

11-12: Marketing Solutions to Attract Adult Learners; seminar presented by the Office of Adult Learning Services (OALS), College Board -- Washington, DC. Contact OALS, 45 Columbus Avenue, New York, NY 10023-6992; (212) 713-8101.

15-16: Building Partnerships for Workforce Education; Washington, DC. Seminar presented by OALS.

16-17: Building Partnerships with Professional and Trade Associations; Washington, DC. Seminar presented by OALS.

17: Region 5 Staff Development program; Regional Corrections In-Service; Cresson. Contact Randy Varner (717) 248-4942.

18: Tutors of Literacy in the Commonwealth (TLC) Meeting - Danville.

18-20: American Association for Adult and Continuing Education (AAACE) 1993 Adult Education Conference; Dallas, TX. "Winds of Change: Opportunities and Challenges for Adult Education." Contact AAACE, 2101 Wilson Blvd., Suite 925, Arlington, VA 22201 (703) 522-2234.

19: Statewide Conference on the Homeless; Drexel University.

19-20: 9th Penn-Ohio Adult Education Conference; Sheraton Inn, Mars, PA. Contact Bootsie Barbour (814) 454-4474. Theme: Program Quality Indicators.

Correction: In our September issue we incorrectly moved Dr. Meredyth (Midge) Leahy from Cabrini College to Moravian College. Dr. Leahy has moved to Muhlenburg College in Allentown and is serving as Dean of the Evening College.

And In Another Move . . .
Diane Cantellops, Director of Bradford County ACTION which provides ABE, GED, JTPA and job training, has resigned to begin public school teaching. Diane's replacement will be Heather McPherson-Swank who has been a member of the ACTION staff for a number of years.

Western Pennsylvania Adult Literacy Resource Center Is Now Open!!

The Center's operating hours are currently 8:30 am to 4:00 pm, Monday through Friday. Beginning November 1st, hours will be extended to include Tuesday evenings until 8:00 pm and Saturday mornings, 8:30 am to 12:00 noon.

And Don't Forget About Our Fall Open House Oct. 25th through 29th

Open House Hours

Mon., Oct. 25	**8:30 am-4:00 pm**
Tues., Oct. 26	**1:00 pm-8:00 pm**
Wed., Oct. 27	**1:00 pm-8:00 pm**
Thur., Oct. 28	**1:00 pm-8:00 pm**
Fri., Oct. 29	**8:30 am-4:00 pm**

Take this opportunity to meet the staff, tour the building, browse the shelves, and borrow materials. We look forward to seeing you!

Location: **Route 8 just North of the Turnpike Interchange; for more information call Resource Center Specialist Chris Kemp at 1-800-446-5607, ext. 216.**

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the news-letter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

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Pennsylvania's Adult Basic and Literacy Education Dissemination Newsletter

Tell Us What's Happening In Pennsylvania | Literacy | E.S.L. English As A Second Language

What's The BUZZ?

General Educational Development | A.B.E. Adult Basic Education | BE ALL YOU CAN BE — ADULT EDUCATION IS THE KEY

VOLUME 13, NUMBER 3 NOVEMBER, 1993

Pennsylvania New Readers/Practitioners at 4th Literacy Congress

by Sherry Spencer, Director, Bradford-Wyoming County Literacy Program

Chosen by literacy organizations in their states, because of leadership abilities, new readers and literacy practitioners delegates from across the country convened in Washington, DC in mid-September to set a national literacy agenda for the improvement of the adult literacy movement.

Pennsylvania's New Reader Delegates to 4th National Adult Literacy Congress attend Town Meeting at Dirksen Senate Office Building. From left: James Gourley, Adams Co. Literacy Council; Pat Williams, Susquehanna Co. Volunteer Literacy Council; Walter Long, Greater Pittsburgh Literacy Council.

Representing Pennsylvania's new readers at the National Adult Literacy Congress, the only national conference on literacy issues for adult learners, were Pat

(Cont. on page 2)

IN THIS ISSUE . . .

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"Systemic Reform"--The Adult Education Buzz term for 1993.
What's New In the Marketplace
People and Programs In Pennsylvania A.B.L.E.
Ella Morin Updates Us on the Homeless Project
and much more as we all practice our profession.

NALS Survey Completed--Now What?

The National Adult Literacy Survey (NALS) conducted by Educational Testing Service in Princeton for the U.S. Department of Education is now complete. More than 26,000 individuals across the nation gave more than one hour of their time to participate in the survey, performing a series of applied literacy tasks and answering a set of background questions on their education, labor force experience, reading practices, demographic characteristics, and other topics.

The results should not be a suprise to **Buzz** readers: Nearly 100 million adults (aged 16 or older) performed in the two lowest levels on the survey.

Individuals in levels 1 and 2 were unlikely to respond correctly to challenging literacy tasks such as in **Prose Literacy** (reading and understanding editorials, news stories, poems and fiction); **Document Literacy** (job applications, payroll forms, transportation schedules); **Quantitative Literacy** (arithmetic, balancing a check book, figuring out a tip).

Level I: Twenty-five percent of the 40 to 44 million adults scoring in Level 1 (the lowest) were immigrants who may have been just learning to speak English; nearly two-thirds (62%) had terminated their education before completing high school; a third were 65 years or older.

Level II: Twenty-five to twenty-eight percent (50 million adults) scored in Level II. Their skills were more varied than those performing in Level I and they were generally able to locate information in text, to make low-level inferences using printed materials, and to integrate easily identifiable pieces of information. They could also perform quantitative tasks involving a single operation where the numbers are either stated or found easily in the text.

They could also locate a particular intersection on a street map and enter background information on a simple form.

"I'm not at risk". Sixty-six to seventy-five percent in Level I and ninety-three to ninety-seven percent of Level II felt they did not have a problem and they were able to read or write English "well" or "very well".

Other Findings: *Only 9-18% of those in the lowest two groups receive lots of help from family members or friends. It is possible these people have skills which permit them to do everyday literacy tasks to a low-level extent.

*General Educational Development Test (GED) completers scored about the same as traditional high school graduates. This helps establish the GED test as truly a "high

(Cont. on page 2)

Literacy Congress, Cont.

Williams, Susquehanna Co. Volunteer Literacy Council; **James Gourley**, Adams Co. Literacy Council; and **Walter Long**, Greater Pittsburgh Literacy Council. The state practitioner delegate was **Sherry Spencer, Director** of the Bradford-Wyoming Co. Literacy Program.

The charge to the delegates was to develop a set of goals and action plans to achieve those goals. The goals that were presented constitute a national literacy agenda that has been developed from a unique and very important perspective-that of new reader leaders and literacy practitioners working together. Through the Congress, delegates have forged a network which will enable them to return home and mobilize other new readers, practitioners, and other literacy advocates to begin implementing the action plans to achieve these goals. The goals focused on topics which were set forth in the Proclamation from the Second National Adult Literacy Congress: Leadership; Literacy and Jobs; Mandatory Literacy in Prisons, Employment, and Welfare; Literacy and the Family; Transition from Basic Skills; Quality Literacy Programs; Moving Us Forward: Public Awareness and Funding; Support Services to New Readers; Voting Rights and Citizenship Responsibilities; and English as a Second Language.

As the finale of the Congress, new reader delegates read these goals at a Town Meeting held in the Dirksen Senate Office Building.

The Fourth National Adult Literacy Congress was co-sponsored by Laubach Literacy Action, Literacy Volunteers of America, National Coalition for Literacy, National Council of State Directors of Adult Education, and Prince George's County Memorial Library. Mrs. Barbara Bush served as honorary chair of the Congress.

Funding for the Pennsylvania delegates' participation in the Fourth Adult Literacy Congress was made possible through a grant to Tutors of Literacy in the Commonwealth (TLC) from Laubach Literacy Action and the Coors "Literacy-Pass It On" Campaign.

NALS Survey, Cont.

school equivalency" test.

*Young adults scored somewhat lower in this literacy survey lower than they did in an earlier survey in 1985.

*Adults with relatively few years of education scored lower than those who had completed high school.

*Older adults were more likely to demonstrate limited literacy skills than were middleaged or younger adults.

*Black, American Indian/

Alaskan Native, Hispanic, and Asian/ Pacific Islander adults were more likely than white adults to perform in the lowest two literacy levels.

*Of all the racial/ethnic groups, Hispanic adults reported the fewest years of schooling in the country.

The Pennsylvania specific portion of this report is due soon. We are told that, generally, Pennsylvanians in the survey did slightly better than the average nationally. As soon as Pennsylvania results are released we will bring them to you. To order information about the report call the U. S. Printing Office at 1-202-783-3238.

Career Center Hosts International Literacy Workshop

The Metropolitan Career Center, a nonprofit educational and training agency offering free programs to low-income Philadelphia residents, recently hosted participants to the International Literacy and Education Program Workshop which is coordinated through the University of Pennsylvania's Literacy Research Center/ National Center on Adult Literacy.

Participants represented a variety of African nations including Bangladesh, Botswana, Ghana, Namibia, South Africa and Tunisia.

The International Literacy and Education Program Workshop at the Metropolitan Career Center in Philadelphia.

PAACE Seeks Nominees for Offices

Your professional statewide association has four opportunities available for persons interested in being nominated for office in the Pennsylvania Association for Adult Continuing Education (PAACE). The organization is soliciting nominees for the offices of 2nd vice-president, secretary, treasurer and Eastern region representative.

Elections will be held prior to the mid-winter conference in February, 1994 at which time the newly elected officers will be recognized.

For nomination procedures and more information contact PAACE Nominations Committee Chairperson Regina Brooks at The Connelly Technical Instruction and Adult Education Center, 1501 Bedford Avenue, Pittsburgh, PA 15219 (412) 338-3711.

PAACE is planning some exciting activities and services for members in the next few years and this may be an opportunity for you to get involved with your professional organization.

Survey of State Service Provision Due Now

By now, all program directors should have received a survey on Pennsylvania adult literacy/basic skills service provision. Penn State's Institute for the Study of Adult Literacy is conducting the survey with funding provided by PDE under Section 353. Pennsylvania 2000 and the Pennsylvania State Coalition for Adult Literacy are collaborating. The survey will provide a summary of service delivery across the state. Its results will be used to compare service provision with Pennsylvania residents' literacy needs and to formulate a call to action for legislators, business and industry, and other concerned groups.

Dr. Christopher would like to remind program directors to fill out and return this survey on behalf of their organizations as soon as possible. If you have not received the survey, please contact Dr. Lori Forlizzi at the Institute for the Study of Adult Literacy, Penn State University, 204 Calder Way Suite 209, University Park, PA, 16801-4756 (phone 814-863-3777). Completed surveys should be returned to Dr. Forlizzi at this address.

PA DPW provides employment and training to unemployed parents

Who Are "Unemployed Parents?" Unemployed parents are part of a two-parent household receiving a special kind of federal Aid to Families with Dependent Children. One of the parents is unemployed and must meet certain work history requirements.

Why is service to this client group being emphasized? Unemployed parents have always been eligible to receive employment and training services through the Department's New Directions employment and training programs. However, the federal Family Support Act of 1988 requires that individuals in 40 percent of the unemployed parent households nationwide must participate in work or education activities starting on October 1, 1993. This percentage increases over the next three years until it reaches 75 percent on October 1, 1996. The penalty for not reaching this participation rate is the loss of as much as $14 million for programs that move welfare clients into gainful employment.

What are work and education activities? *Work activities* include internships, on-the-job training and the Community Work Experience Program (CWEP). In CWEP, public and private non-profit work sites provide unpaid work experience to participants. Generally, the work site must offer a minimum of 16 hours per week of work.

Education activities can be substituted for work activities if the unemployed parent is under the age of 25 and has no high school diploma or GED. Education activities include remediation, literacy, adult basic education, GED preparation and English-as-a-second language.

Who runs this program? In Pennsylvania, the Department of Public Welfare's County Assistance Offices arrange for work activities, primarily through the use of CWEP work sites. The Job Training Partnership Act service delivery areas assist the County Assistance Offices by developing some of the CWEP work sites. Most unemployed parents are served through CWEP.

The service delivery areas also provide education activities for unemployed parents under the age of 25 who have no high school diploma or GED. This is done through the Single Point of Contact program.

How can I get more information? Contact your local County Assistance Office, Job Training Partnership Act service delivery area, or call the Bureau of Employment and Training Programs at 717-787-8613.

Editor's Note: Our thanks to Chuck Holbrook, Regional Advisor Section Chief of the Bureau of Adult Basic and Literacy Education (ABLE) for bringing this program to our attention. We know many ABLE programs are assuming advocacy roles in addition to instructional roles and this type of program is just what we should bring to our adult students. Mr. Holbrook also makes the point that ABLE programs, the county Departments of Welfare and Service Delivery Area (SDA) offices can mutually develop procedures to provide 5-hour tutoring programs and benefit from clients providing 16-hour community service. For more information contact the three sources listed, not the ABLE Bureau.

DIAL-IN: Electronic Communication Is Here

by Cheryl Harmon, Adult Literacy Resource Specialist

In September, the Bureau of ABLE, AdvancE and the Western Pennsylvania Literacy Resource Center staff attended a meeting in Arlington, Virginia for administrators and coordinators of state literacy resource centers (SLRC). The meeting was sponsored by the U. S. Department of Education (USDOE) and the National Institute for Literacy (NIFL).

The purpose of the meeting was to assist SLRC administrators and staff in improving the design and operation of the centers. Special emphasis in the day and a half meeting was on the centers' component functions, including information resource sharing, dissemination, coordination and networking among the centers.

A general session was conducted on the DIAL-IN: Division of Adult Education and Literacy Information Network. It is an electronic information exchange system capable of receiving, storing and passing along date and information among users. It is intended to serve as a preliminary information network that will assist DAEL in its administrative responsibilities. DIAL-IN is organized by the conference areas. A conference is a designated area containing information and messages available to users with access to the conference. All users have access to the Main Conference and each additional conference has its defined group of users. Conference areas include a national state directors' conference, four regional conferences for state directors, a SLRC national conference and a state adult education for the homeless conference. DIAL-IN eventually may be available to local literacy programs.

The DIAL-IN contractors from Pelavin gave an enthusiastic demonstration of the capabilities of DIAL-IN including user friendly "chats" among multiple users, electronic transmission of files (documents, such as 353 projects and federal register), which can be "zipped" or downloaded, electronic mail, bulletins and news. Pennsylvania is currently obtaining the necessary equipment and training to become part of the DIAL-IN system.

Readers of the **Buzz** will see updates and comments about follow up to the SLRC meeting in future issues. CONFERENCE ATTENDEES: Cheryl Harmon, Chris Kemp, Ella Morin, Don Lunday and Evelyn Werner.

State Literacy Coalition Develops Newsletter, Survey

The Pennsylvania State Coalition for Adult Literacy (PSCAL) is an organization of leaders from a wide variety of public-sector and private-sector entities throughout the Commonwealth with the announced mission of fostering leadership in adult literacy.

Bruce Henrickson discusses publications formats at recent Pennsylvania State Literacy Coalition meeting.

It serves as a forum for the exchange of ideas, and encourages broad-based partnerships to ensure literacy opportunities for all Pennsylvanians so as to promote self-sufficiency and a better quality of life among the state's functionally illiterate population.

Because PSCAL is non-profit, non-partisan, and an independent organization it can address serious issues in literacy without being restricted by the regulations and red tape of governmental organizations.

At its October meeting in Harrisburg the State Literacy Coalition heard a report from Bruce Henrickson, Director of Marketing and Public Affairs for the Pennsylvania Cable Network. Mr. Henrickson is also chair of the PSCAL Communications Committee and announced plans to print and distribute a newsletter designed to pass information among PSCAL members and other Pennsylvania literacy and adult education practitioners. Mr. Henrickson indicates the newsletter will be available soon with copies being sent to each **Buzz** reader.

Another major activity on behalf of improving adult literacy in Pennsylvania is a statewide survey of every individual, organization and literacy/adult education service provider. One of the problems the group is encountering is identifying programs not funded by federal funds. Data will be collected using a survey form and using the data from the surveys in developing future activities.

Service Providers will be asked to provide information about their administrative organization, services provided to adults, home and satellite adult education, funding sources, etc. It is hoped **all** survey recipients will be concerned about helping with the work of the organization and return the completed surveys promptly.

BEST COPY AVAILABLE

What's New in the Marketplace?

Good Stories

It's logical to expect reading materials of interest to New Readers from New Readers Press, the publishing arm of Laubach Literacy Action in Syracuse and we recently received some of their new small, inexpensive, paperback books containing high interest materials for "new readers".

Sports writing has a limited vocabulary, but is certainly an area of interest to many adults, especially new readers who can feel they "belong" if they keep up on the latest scores, trades, etc. Written on the 3-5 level, New Readers Press has four new books (one each dealing with football: "3rd and Goal"; baseball: "Bases Loaded"; basketball: "Fast Break"; and boxing: "Lights Out"). They are available with read-along tapes and the set costs $15.

Folktales: There are four new additions to the "Timeless Tales" stories published by New Readers Press and "re-told" by **Tana Reiff** in Lancaster. Tana says she feels the appeal of folk tales to both adults and youngsters make them a natural for family literacy and she hopes the Timeless Tales series of stories based upon traditional folk tales will help fill the gap in storytelling materials. The four new books are "Adventures" (Tom Thumb, Sinbad, etc.), "Tall Tales" (Paul Bunyan, Pecos Bill, etc.), "Tales of Wonder" (The Firebird, the Fountain of Youth, etc.), and "Love Stories" (Beauty and the Beast, Romeo and Juliet, etc.). Each book is $4.25 with an accompanying read-along tape available for $10.50.

Another Pennsylvania writer for New Readers, Ruth Yaffe Radin, has three excellent publications available through New Readers Press. We are pleased to see poems for the 1-3 level which reflect the emotions which poetry can stir in readers without depending upon advanced vocabulary. In "Sky Bridges and Other Poems" Ms. Radin presents everyday stories in poetry ("The Haircut", ":The Waiting Room": "Who are the people who sit in the waiting room? Who are the people who look at magazines? Where do they come from and what are they doing here?", etc.).

She also has two other poem books ("From the Wooded Hill" and "Morning Streets") on the 1-3 level with wonderful illustrations sharing each page with one or two lines of words. Each of Ruth Radin's books has an accompanying read-along tape (book-$3-$3.50, tape-$8-$9).

All of these New Readers Press books will help teachers meet their need for good literature which can be doled out on an individualized basis to retain the interest level of adult students while increasing their reading skills and interest in learning to read better.

The number for New Readers Press is 1-800-448-8878.

Diagnose, Prescribe, Monitor? Try "Skill Bank II"

There are lots of computer assisted instruction (CAI) programs available and some are useful, especially with adult learners who need additional practice on a particular concept, require 24-hour access to CAI as in a third-shift workplace literacy program, are in corrections institutions or who just seem to gain a high level of motivation when working in a high-tech classroom.

We would like to bring to your attention a program which, although expensive for a small program, ($375 for a single subject disk-there are 5) should be within budget reach of many programs, and which really works in a solid instructional mode rather than just providing some practice and exercises for adult students.

Skill Bank II is marketed by Skills Bank Corporation, 15 Governor's Court, Baltimore, Maryland (800) 725-8428. Initially it provides a diagnostic report in each of 19 subject areas (Vocabulary Building, Math Computation, Punctuation, Using Dictionaries and Books, etc.). Instructors will be pleased to know the second (prescription) phase requires more teacher input than the sales literature with the system implies. Because the Diagnostic Report provides a great deal of flexibility and because programs generally have lots of supplementary materials, the IEP which the teacher develops can be somewhat traditional with considerable enhancement from Skills Bank II's content.

In the third phase there are seven progress reports generated by the computer. Content of the instructional package and thus the progress measures has been determined by the test content of 6 nationally used tests including the GED, the Test of Adult Basic Education (TABE) and the Adult Basic Learning Examination (ABLE).

Documentation is becoming a real challenge to adult education programs in Pennsylvania and the type of diagnosis, prescription (IEP) and progress-testing this program provides should be sufficient documentation to satisfy the requirements of a number of Quality Indicators. Skills Bank II will run on MS-DOS (IBM), Macintosh or Apple II systems. Demonstration disks are available and, if your program has access to computers, this might be worth a look.

Monograph Highlights Research in Strategies for Lifelong Learning

Penn State's Institute for the Study of Adult Literacy recently completed Project Lifelong Learning, a major initiative aimed at improving adult literacy and lifelong learning. Funded by the U. S. Department of Education, Office of Educational Research and Improvement (OERI), the project is designed to inform people about successful strategies that will help achieve Naional Education Goal 5: Adult Literacy and Lifelong Learning. The research framework for the project and the strategies identified by project staff are described in the monograph, *Research Background for Project Lifelong Learning: Five Strategies for Achieving National Education Goal 5.*

Project Lifelong Learning identified five key strategies to help adults become lifelong learners. The strategies, in brief, are: 1) meet the needs of the learner; 2) develop support for lifelong learning; 3) accommodate learner differences in the program; 4) develop higher order skills; and 5) enable learners to use all language processes in their lives. The authors explain in detail the strategies and substrategies and how the strategies were chosen. The strategies, which can be adapted to many programs, are based on current research and interviews with a 15-member advisory panel and 25 other nationally recognized experts in the field of adult literacy and lifelong learning.

The monograph also includes an extensive research bibliography and describes products-public service announcements, documentary and staff development videos and User's Guides-developed for the project.

Research Background for Project Lifelong Learning: Five Strategies for Achieving National Education Goal 5 by Lori A. Forlizzi, Priscilla S. Carman and Eunice N. Askov is available from the Institute for the Study of Adult Literacy for $30 postpaid. For more information, contact the Institute at (814) 863-3777 or 204 Calder Way, Ste. 209, University Park, PA 16801-4756.

A Successful Workplace Literacy Program

by Dr. Manuel A. Gonzalez
Director of Adult Literacy,
Northampton Community College

The Northampton Community College Adult Literacy Department continues to provide successful workforce literacy programs to local companies in Northampton and Monroe counties. The monies for these programs are provided by PDE.

An outstanding example of a successful workforce literacy program was held at the Sure Fit Company in Bethlehem, PA. The company employs many people whose primary language is not English. The language barrier can cause communication between supervisors and employees to be difficult, if not impossible. Therefore, the need for the establishment of an English as a Second Language (ESL) class was apparent to the company management. Enrollment was high and attendance was steady throughout the fall. Enrollment fell in January because of overtime opportunities for some of the departments within the company. However, eight women continued to attend class, giving up the opportunity to work overtime and to earn additional money.

Certificates were given to the eight women who faithfully attended the six month course. The corporate director of human resources, Kenneth Guerin, addressed the employees, thanking them for their commitment and dedication to the program. Two supervisors were also present to witness the ceremony and congratulate their employees for their accomplishments. The group continued the celebration by having dinner at the Portuguese Cafe. The company president, Mr. Bert Shlensky, who was not able to attend the event, invited the recipients of certificates to his office to extend his congratulations and to have his picture taken with them.

For a program to be as successful as this, the company management team must demonstrate commitment to the program. This outward demonstration of support will encourage their employees to continue improving their educational abilities.

Thank you SureFit for your continued support!

Family Literacy Books Available for Latinos

The ASPIRA Association has available a number of books designed to assist Latino parents to help their children and take full advantage of the educational opportunities available to them.

Making the Most of Your Child's Education: A Guide for Parents; Making the Most of Your Child's Education: More Topics for Parents; and Making the Most of Your Child's Education: What About College? are all available for $5 each from the ASPIRA Association, 1112 16th Street, NW, Suite 240, Washington, DC 20036.

About People and Programs in Pennsylvania Adult Education

As more and more* BUZZ *readers contribute more and more information which is important to our readers in ABE/GED/ESL and Literacy, we find space in our newsletter to be a problem. To keep our budget reasonable, we must limit the number of pages in each issue to 8 or 10. On the other hand, we do encourage each of you to let us know of interesting events and exemplary programs so we can bring the news to our 3,000 readers in Pennsylvania Adult Basic and Literacy Education (ABLE).

To meet the demand of increased information from the field and our responsibility to keep our readers informed, we are initiating a new feature in which we bring you vignettes and short write-ups about People and Programs in Pennsylvania ABLE.

* In Carlisle, ESL Instructor **Phoebe Bookamer** organized a square dance as a concluding activity to enable her ESL students to participate in a unique U.S. activity which not only applies language skills, but integrates those skills with the movement of dance. Submitted by **John C. Foster,** Director of Adult Education, Carlisle Area School District.

* In **Fishtown** (eastern North Philadelphia), **Amelia Belardo-Cox** has been appointed the new director at the Lutheran Settlement House Women's Program. Ms. Belardo-Cox has over 25 years of experience in social work and human services administration including serving as Assistant Director in settlement house management in Richmond, Virginia and Director for Transition Job Training Programs at Harrisburg Area Community College. She replaces **Carol Goertzel** who is now with the Philadelphia Housing Authority.

* **Daniel Cinti** came to the United States from Argentina in 1989 and found communication with prospective employers almost impossible because of his limited English proficiency. He enrolled in the **Luzerne County Community College's Adult Literacy Training Program** (ALTA) and studied as an English as a Second Language (ESL) and computer assisted design student. ALTA Coordinator **Peg Risch** says one of the keys to Dan's success was his motivation. Dan Cinti is now a designer/drafter for the Strick Corporation in Berwick and was recently written up on the company's newsletter and the local newspaper.

Thanks to ALTA Director **Pat Santacroce** for bringing this to our attention.

* The **Incarnation IHM Center** in Philadelphia has enabled hundreds of immigrants to start a productive new life in the U.S. **Sister Mary Ellen Eckardt** writes us of an especially successful adult student **Thuhuyen Nguyen** from Vietnam who enrolled in the HIM Center in Olney (Philadelphia) to study English and attended classes at the Community College of Philadelphia. She graduated with highest honors with a 3.95 average and is continuing her education at the School of Pharmacy at Temple University.

* Goodwill Literacy Initiative (GLI) (formerly Pittsburgh Literacy Initiative of Goodwill Industries) offers a number of ABE/GED and vocational training programs. Recently 20 adult students and two GLI staff members visited the Carnegie Museum to observe and learn about the earth in connection with their GED science preparatory class. According to VISTA volunteer **Vicki Zeitner,** who organized the field trip, the adult learners appreciated what they saw with a different perspective than when they were children visiting with school groups. As GLI student **Elvira Morris** explained, "I was more interested this time. Being a young kid, you just want to run around."

Our thanks to GLI Director **Judith Aaronson** for bringing this to our attention.

* 1989 Adult Basic Education Success Student Inez Ortiz gave the commencement address at Marywood College in June. Inez was honored by President Bush in 1989 and is now a senior at College Misericordia. She is a former adult student of the Bradford-Wyoming Counties Literacy Council.

Do you have an adult student or exemplary program development you would like to tell our readers about? Write us at Box 214, Troy, PA 16947.

Regional Staff Development Centers

Region 1: Bootsie Barbour, Coordinator (814) 454-4474

The focus on the Region 1 Staff Development Office has been in designing a year Staff Training Program that takes into consideration all the different levels of training needs in the area. 1992-93 was a successful and productive first year of the project. This office has received a lot of good feedback and ideas. We are using these ideas to change and grow in directions that will best serve Region #1.

A succinct needs assessment with a stamped return envelope has been sent to approximately 500 adult educators in the Region. We hope that this brief convenient format will be more "user friendly" and we will see a greater return than last year. A follow-up phone survey will also be conducted.

One of the activities planned for this year is a series of Friday seminars directed toward the specific needs of **Program Administrators.** Not only will the training be relevant, but the seminars will give administrators a chance to meet on a regular basis. The first of these seminars will be held on November 5th at the David Mead Inn in Meadville, PA. The topic of this working seminar is "Grant Writing for Adult Education Administrators" and will be presented by Ms. Terry Ballen.

Adult educators enjoyed the "Literacy Across the Community" Workshop on September 17, 1993. It was presented by a cooperative effort from the Staff Development Project, Erie County Library System, Gannon University, and the Erie Times Publishing Company. All communities have many institutions that have an input into adult literacy, working with these institutions has been very successful. This workshop will be an annual event.

Penn-Ohio Nine will be held November 19-20, 1993 at the Sheraton Inn, in Mars, PA. The focus is "Indicators of Program Quality - An Attempt to Achieve Accountability or Just Another Fad?". The Friday featured speaker will be Dave Speights, Editor of **Report on Literacy Programs**, Washington's Insider Newsletter. The Saturday Carousel sessions have always been a highlight of the Conference.

On November 6, 1993, Mr. Bill Doan, Director of Theater at Gannon University will present a lively breakfast workshop for **Volunteer Tutors**, "Motivating the Adult Students". This will be held at the Center for Adult Education, Erie, PA.

November 20, 1993 "Creative Problem Solving: Active Learning in an Adult Classroom" featuring Mr. Bill Doan. This one day hands on workshop will be for **Classroom Instructors**. This will be held at the Avalon Inn, Erie, PA.

Any questions or ideas for Region 1, please call Bootsie Barbour at 814-454-4474.

Region 9: Diane Inverso, Coordinator; (215) 875-6602

For 1993-'94 Region #9, the Mayor's Commission on Literacy (MCOL) is working on some new objectives for staff development. Staff development workshops will be offered in a series format. Each series will provide customized workshops to address the needs of one of the five distinct areas of expertise within adult education programs: administrators, intermediate to experienced educators (those with more than three years in the field of adult education), beginning to intermediate educators (those with less than three years in the field of adult education), English as a Second Language educators and volunteer tutors. Plans for these workshops are based on the results of the needs assessment.

In addition to the staff development series, the MCOL will oversee many other projects. Action research activities in the form of a mentoring program will give participants the opportunity to investigate relationships between practitioner inquiry and staff development. Deadline for the participant's application is due on November 5, 1993. Tuition reimbursement will provide for professional growth and independent study for staff members of PDE funded programs. The technical assistance activities will allow for customized staff development of former 353 Project activities through technical assistance provided in the form of special educational materials for educators and administrators. Applications for tuition reimbursement and technical assistance activities have been sent to all Region #9 PDE funded programs.

So, this year also proves to be another exciting and busy year. More information will follow as the year progresses. If you have any questions give Diane C. Inverso a phone call (215) 875-6602.

Region 3: Joyce P. Kerrick, Director; M. Jane Douaihy, Coordinator; Rebekah Flanagan, Technical Assistant; Bridget Duggan, Administrative Assistant.

Phone 1-800-458-2050, ext. 7864 or 961-7834 or 7864. FAX Number 1-961-7858

Hello to all "What's the Buzz?" readers. Region 3 has been working very diligently this summer and fall to keep our programs informed of all the excellent training activities that have taken place around the state.

Jane Douaihy represented Region 3 at the Summer Institute on Evaluation and Assessment. She has materials available for loan if you were unable to attend. Donald Banks from the Marywood College program represented Region 3 at the Institute on Adult Learning Theory. He also brought back materials for Region 3 programs to share. Call the office if you are interested in using any of these.

Our revised Needs Assessment was sent to all people on our mailing list recently. Please fill out your copy and return it to Jane as soon as possible. This will help us plan training for the rest of the year.

The Region 3 Advisory Council met at LJC in August to help design the revised needs assessment and to discuss the options available for the 1993-94 program year. Tuition reimbursement money is available again this year. Contact the office to obtain application forms.

Our first training activity was held on August 31, 1993 at LJC. Ms. Lillian DeLeo from IU #19 presented a workshop on portfolio assessment. She gave us many good ideas and lots of practical ways to set up an effective assessment program for adult learners.

Technical assistance and teacher action research are two ways that the regional center can help the local programs. Call to get more information. The counties in Region 3 are Bradford, Lackawanna, Luzerne, Sullivan, Susquehanna, Wayne and Wyoming. If your program is located in Region 3 and you are not receiving information from us, please call and let us know so that we can add you to our database.

Region 7: Jane Ditmars, Coordinator; (215) 758-6347

Information Fair

Twenty-five educators from Region 7 gathered at Tri-Valley Literacy's Staff Development Center at Lehigh for the September Kickoff event. After a welcome to all participants, Board Members and Program Directors from the region were introduced.

The statewide plan for staff development was reviewed, and maps and addresses of the eight other regions were presented. There was an overview of the 18 programs within Region 7, and charts of the make-up and location of each center. Samples of new materials were examined by the participants, and new computer software was demonstrated.

A goal for this year is to link the remaining Region 7 programs to the Staff Development Center via modem. Richard Silvius of the Computer Center at Lehigh University has joined Tri-Valley Staff as our computer assistant for the 1993-94 grant year. Last year, Rich wrote the **Guide to the Network Server** for us.

Now . . . he is ready to make site visits to install their modems and to instruct educators in how to send and receive electronic mail.

Workforce Education

On Wednesday, November 17, a live, interactive teleconference will be held at Lehigh from 2-4 pm. The program, entitled "New Opportunities in Workforce Education" will feature representatives from the U.S. Department of Labor, the AFL-CIO, the National Association of Manufacturers, and leaders from business and postsecondary education.

This program is co-sponsored by The College Board and the PBS Business Channel. Registration forms for this event will be sent with the November Region 7 newsletter. Save the date!

Advisory Board

Tri-Valley Literacy welcomes three new members to the Advisory Board: Dr. Manuel Gonzalez of Northampton Community College; Mary Schmidt of Reading Area Community College; and Nancy Walters, ProJeCt of Easton. These individuals will attend monthly meetings at which Staff Development issues are discussed and activities are planned.

Many thanks are extended to our pilot year Advisory Board: Joan Breisch, Wendy Bridal, Twila Evans, Lauren Giguere, Linda Martin, Pedro Medina, Dr. Linda McCrossan, who have ALL agreed to stay on the board for another year. We thank these educators for their dedication!

Adult Education for the Homeless – Conference Report and Project Update

by Ella Morin, Project Coordinator

The state coordinators for the Adult Education for the Homeless Program (AEHP) met with the United States Department of Education project directors September 26-28 in Hot Springs, Arkansas. This meeting provided an opportunity for the state coordinators to discuss their projects and to receive information from the Project Officers of USDOE.

Ella Morin

The meeting opened with the USDOE officers' presentation of the highlights of the Pelavin Associates report on the outcomes of the first years of the homeless education project. The state coordinators discussed the findings as reported and made recommendations concerning the information in the report. The final report will be published and made available within the next few months.

The state coordinators reported on the status of their projects focusing on promising practices, results, curricula, collaboration, public relations, staff development and special populations within the homeless population. States that have developed curricula are making them available to others free or at cost. Several states reported collaborating in staff development and share workshops across state lines.

A great deal of work has been done in the months since the first state directors' meeting in February, 1993.

The conference concluded with information about the Interagency Council on the Homeless (ICH) meetings that are currently being conducted across the country. These forums are convened at the direction of President Clinton who signed an executive order on May 19 that requires "Federal member agencies acting through the Interagency Council on the Homeless, established under title II of the Stewart B. McKinney Homeless Assistance Act, [to] develop a single coordinated Federal plan for breaking the cycle of existing homelessness and for preventing future homelessness". The plan will recommend initiatives and redirection of current funding. The President's directive and its mission have direct bearing on the education component of the Act. We who are involved in educating the homeless need to make sure that education does not get lost in all the other components of meeting the needs of the homeless individual, but larger than our own personal agenda is the agenda for our students. Education is the tool that the homeless can use to build themselves a more stable and productive future.

The materials I received at the conference will be passed on to the state's two adult literacy resource centers. Hopefully those of you directly involved in Pennsylvania's AEHP can make use of them. It is also my hope that we will be able to compile among ourselves in the state materials that we can adapt and use in our own homeless educational programs. A number of 353 projects completed in the last few years can also be used in the homeless education projects. Additionally, agencies that have programs not funded directly by this grant but serving the homeless can make use of these materials.

On a close-to-home note regarding our project, here is some information:

The fifteen agencies receiving the Stewart B. McKinney funds enrolled 598 students between February and August for a total of 4,972 instructional hours. The educators and the shelter personnel worked together to meet the needs and goals of the clients. Clients included single adult males, recovering drug and alcohol abusers, and families with young children. Also, in some areas, there are increasing numbers of refugees from such places as Bosnia, Somalia, and Iraq. The diversity of the population being served and their differing needs mandate a learner-centered and learner-developed curriculum.

Pennsylvania's AEHP will continue for another year. During that time, the state projects can develop and adapt curricula for their clients' individual needs and goals. Those of us involved in the project will continue to work together in order to provide the assistance our participants need in order to meet their goals as well as the nation's goal to end homelessness. We educators realize the power of education and we need to inform everyone about how education can work to end homelessness by giving people the knowledge they need about themselves and how to work in the world. One shelter manager noted that residents who participated in an educational program are less likely to return to the shelter. Let's assume that education made the difference. We do have the opportunity through this program to work to break the cycle and to prevent future homelessness.

PENN-JERSEY CANCELLED

We have received word from the Bureau of Adult Basic and Literacy Education (ABLE) the traditional conference held in conjunction with adult educators from New Jersey will not be held this year (1993-94). The cancellation was due to the inability to arrange a mutually acceptable date.

Read Any Good TV Lately?

by Chris Kemp, Western Pennsylvania Adult Literacy Resource Center

Captioning turns television into another opportunity to read! While captioning originally provided access to popular programming for people with hearing impairments, captioning has been found useful to literacy and ESL programs. Networks currently carry more than 750 captioned hours of programming per week; over 5,000 home videos are captioned; and more captioning is promised as cable companies begin captioned program production.

Until recently, a separate decoder was needed to open the closed caption. "The Television Decoder Circuitry Act of 1990 (Public Law 101-431) requires that all new TV sets measuring 13 inches or larger diagonally that are made after July 1, 1993, for sale in the United States, have built-in computer chips making them capable of receiving and displaying captions." (SHHH Journal, Sept./Oct. 1993) Sets will differ on ease-of-access-to and readability-of on screen menus and remote controls. Sets meeting the mandated standards carry the statement, "This television receiver provides display of television closed captioning in accordance with Section 15, 119 of the FCC rules."

Central Susquehanna IU 16 developed a 353 project entitled "Closed Caption Application for Adult Literacy Students". The abstract appears in the 1992 Abstract Book and the report may be borrowed from The Western Pennsylvania Adult Literacy Resource Center or from AdvancE. For more information about closed captioning call WPALRC, 1-800-446-5607 ext. 216.

Western Pennsylvania Adult Literacy Resource Center's address is 5347 William Flynn Highway (Route 8), Gibsonia, PA 15044.

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the news-letter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

It's A Date!

Remember: Contact your regional staff development center for more information about center-sponsored events. For the name and address of your regional center, see the September issue of "What's the Buzz?".

NOVEMBER, 1993

1: Region 7; Staff Development Center Advisory Board meeting; Noon - 2 p.m. Fogelsville, 215-758-6347.

3: Region 9 Staff Development Basic Tutor Training; 1:30-4:30; 5:30-8:30 p.m., 215-875-6602.

3-6: 44th Annual Conference of the Orton Dyslexia Society; New Orleans. Contact: The Orton Society, 8600 LaSalle Rd., 382 Chester Bldg., Baltimore, MD 21286 (410) 296-0232.

4-6: Council for Adult and Experiential Learning International Conference, New Orleans. Call Council at (312) 922-5909.

5: Region 9 Staff Development Center; Collaborative Learning and Adult Education; 9 a.m.-4p.m. (215)-875-6602.

6: FALL WORKSHOP. PDE BUILDING, HARRISBURG.

6: ESL Tutor Training; 9:30-12:30. Region 9 Staff Development; 215-875-6602.

10: Region 9 Staff Development Basic Tutor Training; 1:30-4:30, 5:30-8:30, 215-875-6602.

11-12: Marketing Solutions to Attract Adult Learners; seminar presented by the Office of Adult Learning Services (OALS), College Board — Washington, DC. Contact OALS, 45 Columbus Avenue, New York, NY 10023-6992; (212) 713-8101.

13: Region 9 Staff Development Center ESL Tutor Training; 9:30-12:30 and 1:00-4:00; 215-875-6602.

15-16: Building Partnerships for Workforce Education; Washington, DC. Seminar presented by OALS. (212) 713-8101

16-17: Building Partnerships with Professional and Trade Associations; Washington, DC. Seminar presented by OALS; 212-713-8101.

16-17: Dallas (along with AAACE Conference); Futures Planning for Continuing Professional Education and Training.

17: Region 9 Staff Development Basic Tutor Training; 1:30-4:30, 5:30-8:30; 215-875-6602.

17: Region 5 Staff Development program; Regional Corrections In-Service; Cresson. Contact Randy Varner (717) 248-4942.

17: New Opportunities in Workforce Education, video conference; 2-4 p.m. Region 7 staff development center teleconference; 215-758-6347.

18: Tutors of Literacy in the Commonwealth (TLC) Meeting - Danville.

18-20: American Association for Adult and Continuing Education (AAACE) 1993 Adult Education Conference; Dallas, TX. "Winds of Change: Opportunities and Challenges for Adult Education." Contact AAACE, 2101 Wilson Blvd., Suite 925, Arlington, VA 22201 (703) 522-2234.

19: Region 9 Staff Development Center; 9 a.m. - 4 :00 p.m. Collaborative Learning and Adult Education,(215)-875-6602.

19: Statewide Conference on the Homeless; Drexel University. Call Mayor's Commission on Literacy, (215) 875-6602.

19-20: 9th ANNUAL PENN-OHIO Adult Education Conference; Sheraton Inn, Mars, PA. Call Bootsie Barbour (814) 454-4474.

20: Region 9 Staff Development Center; Gateway Training; 9:30-12:30; 1:00-4:00, (215) 875-6602.

20: Region 9 Staff Development Center; GED Training; 9:30-12:30, (215) 875-6602.

DECEMBER, 1993

1-4: National Reading Conference, 43rd Annual Meeting; Charleston, SC. Call (312) 329-2512.

3: Region 9 staff development center; Collaborative Learning and Adult Education; 9 a.m. to 4 p.m.; (215) 875-6602.

3-7: American Vocational Association Conference; Nashville; Contact Hiram J. Spurlin (904) 488-2730.

6: Region 7 Staff Development Center advisory board meeting; 12:00-2 p.m.; Fogelsville, 215-758-6347.

11: Region 9 Staff Development Center; Gateway Training; 9:30-12:30, (215) 875-6602.

11-13: American Reading Forum, Sanibel Island, FL. Contact Terry Bullock, (513) 566-1765.

A SECTION 353 SPECIAL PROJECT REPORT

Learn Together: Activities for Parents and Children

This Section 353-funded project is a re-do of an earlier project in Family Literacy completed in 1989 by the Center for Literacy in Philadelphia.

Tana Reiff, project director for New Educational Projects, Inc. in Lancaster, has put together a set of 75 "fun, easy, and educational activities for adults and children to do together." Rather than spend hours producing worksheets and planning adult/children projects in Family Literacy, we recommend a look at "Learn Together".

One of the advantages of using materials produced with Adult Education Act funding is the availability of the material at no cost and the lack of a copyright which enables the adult educator to make as many copies of the materials as necessary. Ms. Reiff has capitalized on this concept and makes available master sheets such as that below.

The worksheets in "Learn Together" are divided into four sections: Pre-reading (concepts such as sizes, shapes, colors, pencil, and paper); Reading Activities (learning the alphabet, phonics, game-like lessons); Writing Activities (family writing activities, creativity); and Math Activities (comprehensive basic math skills with game-like presentations).

The activities in this program range from pre-school to grade 3 and are introduced in the same sequence as they are taught in school. The **Leader's Guide** which accompanies the worksheets suggests varying settings and methods for family members, tutors and teachers including group and one-on-one activities.

As with all Section 353 special project materials, "Learn Together" is available on a free-loan basis from AdvancE (1-800-992-2283) and Western Pennsylvania Adult Literacy Resource Center (1-800-446-5607).

Sound of G-- Project # 98-1046

Why? To help your child understand the soft and hard sounds of *g*.

What? pencil
Sight Words list (#28)

How? Remember: If the letter *g* is followed by *e*, *i*, or *y*, it has a "soft sound." If the letter *g* is followed by any other letter, it has a "hard sound."

1. Read each word below with your child.
2. Beside each word there is an *j* (for the soft sound) and a *g* (for the hard sound).
3. Have your child circle the sound (*j* or *g*) that the letter *g* represents.
4. Use words with the letter *g* from the Sight Words list in Activity #28 or use any other *g* words you can find to add to the list. Write them on the other side of this paper or on other paper.

1.	got	j	g
2.	gum	j	g
3.	cage	j	g
4.	gym	j	g
5.	gas	j	g
6.	giant	j	g
7.	gentle	j	g
8.	page	j	g
9.	magic	j	g
10.	bridge	j	g
11.	goat	j	g
12.	angel	j	g
13.	guitar	j	g
14.	orange	j	g
15.	gem	j	g

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Pennsylvania's Adult Basic and Literacy Education Dissemination Newsletter

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Literacy

E.S.L. English As A Second Language

What's The BUZZ?

General Educational Development

A.B.E. Adult Basic Education

BE ALL YOU CAN BE
ADULT EDUCATION IS THE KEY

VOLUME 13, NUMBER 4 DECEMBER, 1993

The 1993 Fall Workshops: "Terrific!"

"I look upon the Fall Workshops as a beginning," said Dr. John Christopher, Director of the Bureau of Adult Basic and Literacy Education (ABLE) in his introductory remarks at the Harrisburg Fall Workshop. "This is our first activity of the year--the kickoff--and we bring you the best in presenters and book vendors to assist each of you to begin your programs on behalf of adult learners in Pennsylvania.

More and more administrators, counselors, teachers and tutors in adult basic and literacy education throughout the state evidently agree with Dr. Christopher and this year's attendance at the fall workshops surpassed the past few years. At the first workshop in Pittsburgh there were 175 attendees; at Erie, nearly 100; at Cabrini College outside Philadelphia 130 and at Harrisburg 200. Considering the payments for attending the workshops come out of each individual program's budget, the high attendance emphasizes the importance which program administrators and their staffs are placing upon professional development.

As we noted in our pre-workshop issue in October, the topics dealt with covered a wide range of concerns, interests and needs for the adult educators present. The ideal would be for "What's the Buzz?" to expand to a 20-page issue in which we could bring you highlights of each of the 10 excellent presentations. However, we also live with budget constraints so we will bring you comments and information from some selected workshop sessions beginning in this issue with a presentation dealing with Quality Indicators (see p. 3). I know we echo the positive feelings which we heard expressed at each of the 4 workshops when

(Cont. p. 3)

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A "What's The Buzz?" Reader Poll
Doing Action Research? How to get published
A 1993 Fall Workshop presentation: Quality Indicators
see you next year . . . .

At the Erie Fall Workshop, from left: Dan Tempestini, Adult Education Administration, Erie School District, Dr. John Christopher, Director, Bureau of Adult Basic and Literacy Education (ABLE), Don Lunday, Special Projects Supervisor, ABLE Bureau, Helen Hall, Coordinator for the 1993 Fall Workshops and John Zhong, ABLE Bureau Regional Adviser.
The Erie Adult Education Program began in 1969 and was one of the first in Pennsylvania. It serves approximately 1,000 adult students each year.

At the Cabrini College/Philadelphia Fall Workshop: left, Kathy Kline, Region 8 staff development center coordinator at Cabrini, Don Lunday, and Dr. John Christopher.

At the Harrisburg Fall Workshop Cheryl Harmon, Adult Literacy Resource Specialist, discusses materials available from the state adult literacy resource collection.

Literacy Corps a "Learning Experience"

by Krista Lundy, Literacy Corps Class Member, Lock Haven University.

The Literacy Corps class that I am taking at Lock Haven University is a newly developed class. I remember last spring when I was signing up for my fall classes, I needed one more class to complete my schedule. I was beginning to panic when I couldn't find a class that was of interest to me and that I could take at night. Then one day, I was entering my audio-visual class and I noticed an advertisement for a new class. It was called the Literacy Corps. It was going to train college students how to be tutors for adults who are enhancing their learning skills. Wow! This is for me, I thought. I always wanted to be a tutor for adults, but I could never find the time. Well, this was my chance.

Fall quickly came and school started up once again at Lock Haven University. I was excited about classes starting and especially for one class in particular-The Literacy Corps class. The class met and the professor explained to us what exactly we would be doing. The requirements were this: to be trained as a tutor and then we would be matched with an adult who we had to spend 40 hours working with. Now, of course there are lots of different types of adults with various learning styles and goals in mind. The professor explained to us the different opportunities that were available for us to choose from. There are adults in prisons who are working toward their GED and then there are adults who come to the Adult Development Center to work on skills for their GED, just brushing up on certain skills, and to learn life skills that are crucial for everyday living.

Enthusiasm and excitement are words that describe what I felt when I realized what a difference I would be making in someone's life. After I met the adult that I would be working with, and we talked about what we were going to work on, I realized how much of a learning experience this was going to be for me and for my student. I'm sure this experience with Literacy Corps is going to help me grow as a teacher and as a person.

The Literacy Corps can be successful in other colleges as well. Many college students are willing to help, but finding time besides school is always a problem, but with Literacy Corps, college students are helping, gaining experience, learning, and fitting it all into their school schedules. It really is terrific! I highly recommend implementing a Literacy Corps in other colleges and universities.

Editor's note: Coordinator of the Lock Haven Literacy Corps is Deb Burrows.

The Abstracts Are Coming!

The Abstracts Booklet with information about the more than 100 Section 353 Special Projects completed during 1992-93 is nearly complete and, according to Adult Literacy Resource Specialist Cheryl Harmon, will be distributed to all program directors by the end of January, 1994.

Section 353 Special Projects cover a wide range of topics from curriculum development to research projects to field trials of new and innovative instructional techniques to staff development in adult basic and literacy education. Many programs throughout the state have adapted successful Section 353 projects to their local needs and accomplished significant program improvement at minimal cost and effort. The Abstracts Booklet gives a brief overview of the purposes and accomplishments of the completed projects so local program personnel can select those projects which might be appropriate to their setting and request the complete project, including final report, materials produced, etc.

This year the decision was made to delay production of the Abstracts Booklet so as to permit inclusion of recommendations and conclusions from the project reports, thus providing local programs with an even better overview of what the project accomplished.

Teachers, tutors and counselors interested in reviewing the projects contained in the Abstracts Booklet should contact their local program administrator and request access to the Booklet.

Final reports, including products from Section 353 projects, are available from AdvancE, the Pennsylvania State Adult Literacy Resource Center, 11th floor, 333 Market Street, Harrisburg, PA 17126-0333 (800) 992-2283.

Marian Chesney Retires After 33 Years

A big "Thank You" to Marian Chesney, state GED Supervisor, for her 33 years of pleasant, accommodating, efficient work on behalf of General Educational Development (GED) Certificate recipients, test administrators and other adult educators involved in the GED program in Pennsylvania.

We are told Anita Emery, who had been supervising the institutional GED testing program, will assume Marian's duties and that Tracy Malick, who is presently Dr. John Christopher's secretary, will move into Marian's job.

Doing Action Research? Here's How to "Get Published"

One of the recent "Buzz" terms in adult basic and literacy education (ABLE) in Pennsylvania is "Action Research". Not restricted to teachers nor the classroom **Action Research** usually is applied when an ABLE practitioner pursues investigative or research procedures to identify adult student or program characteristics or other information about adult basic and literacy education which is achieved using generally accepted research methods.

One of the problems with Action Research Projects, as with many section 353 and other "Special Projects" is the lack of dissemination once the project and research are completed. Copies of the research procedures, findings and conclusions are usually filed with the two state Literacy Resource Centers and we frequently synopsize relevant research findings for "What's the Buzz?"

However, there is **another** excellent publication available to adult education authors--an annual publication which is rapidly gaining a reputation throughout the state and by adult educators in other states as capably filling a void in professional, research-oriented literature.

The PAACE Journal of Lifelong Learning will soon distribute Volume 3, 1994 to members of the Pennsylvania Association for Adult Continuing Education (PAACE). Editors Trenton Ferro and Gary Dean, both of the Adult Education program at the Indiana University of Pennsylvania, tell us the current issue is complete, but they invite **Buzz** readers who have contracted the "author bug" and who have information available about significant, scholarly developments in adult education to contact them to receive information about the **Journal's** editorial policy and how to submit a work for consideration, possibly for 1995.

Bob Nossen, former **Journal** editor and now co-editor of the PAACE Newsletter (the fall edition will be mailed soon), has volunteered his services as a "mentor" to assist budding authors with practical assistance in preparing writings for publication.

PAACE is making a concerted effort to provide professional development services to its members and this is one example of how this is being done.

Drs. Ferro and Dean will offer a "how to" session on Thursday of the 1994 Midwinter conference and we are told this will deal with practical information for prospective authors.

For more information and assistance contact Trenton Ferro or Gary Dean at (412) 357-2470 or Bob Nossen at (412) 527-5834. Letters may be addressed to PAACE, Box 3796, Harrisburg, PA 17105.

If you are not yet a PAACE member, this is another example of the one of the many membership benefits. For enrollment information, write to PAACE at address above.

A 1993 Fall Workshop Presentation:

Quality Indicators

Although this workshop was reserved for program directors and involved both morning and afternoon sessions, the workshop titled "How to Use the Indicators of Program Quality to Evaluate and Improve Your Adult Literacy and Basic Skills Program" was well attended at each of the four fall workshop locations and generated much discussion, some concern and some satisfaction on the part of program directors looking for assistance in documenting quality indicators presently in place and developing additional administrative, support and instructional procedures necessary to meet federal and state requirements.

Dr. Sondra Stein, Quality Indicators Fall Workshop Presenter, and Don Lunday, Special Projects Supervisor, Bureau of Adult Basic and Literacy Education (ABLE).

As with the Summer Institute on Quality Indicators held outside Harrisburg in August (see **The Buzz** for October, 1993) one of the messages which seemed to be clear and definite was that, although the federal guidelines stressed the importance of working toward an **ideal** level of quality in all adult education programs, local programs providing appropriate instructional and support services to adult learners and being able to document these services have little to be concerned about insofar as loss or cut-back in funding is concerned.

Dr. Sondra Gayle Stein, presentor of the fall workshop in Pittsburgh which we attended, has more than 20 years' experience in adult education, mostly in Massachusetts where she was State Adult Education Director, State JTPA Director and originator of the Massachusetts Workplace Initiative. She developed and published the "Framework for Assessing Program Quality: A Community Based Approach to Literacy Program Evaluation" for the Association for Community Based Education and it was this publication upon which she based much of her presentation. At workshops not attended by Dr. Stein, the presenter was Susan Rosenblum, Literacy Resource Specialist for the Association for Community Based Organizations.

The **Framework** provides a tool for practitioners and program administrators to use in evaluating and strengthening their adult literacy programs. The 34-page document identifies key elements for program success, and also suggests ways that these indicators or elements are related to each other.

Quality Varies. According to Dr. Stein what makes a quality program **Quality** will vary with the characteristics of the program. She noted that, although Pennsylvania has adopted 10 Indicators of Program Quality, it is up to local programs to determine which indicators are appropriate for and work with each program.

Basically, quality indicators, measures and standards are aimed toward answering one question: "Did you meet your program goals?" As is expected, the keynote in program goals should be student progress and, according to Dr. Stein, "you don't get the results you're aiming for unless the program makes sense to the students."

She recommends programs set up a process that addresses student needs and inject quality control systems at each step of the process.

Continuous Improvement is the ultimate goal of evaluation and assessment and local programs should be involved in these processes continually. Since part of knowing what you achieve is knowing the context and process taking place, Quality Indicators should identify where you are as well as where you want to go. "A Quality Program will have the components as identified by the indicators in place."

Testing and Assessment identify the level of performance (achievement). Pre/post testing identifies changes over a period of time with the changes being responses to the intervention of program services. A systematic program of measures will produce documentation of quality and programs should involve a wide range of persons in developing these measures: staff, students, community, etc.

Dr. Stein also stressed the importance of the Individual Educational Prescription (IEP) which is developed cooperatively and provides a base line for instruction, other services and assessment.

TQM or Total Quality Management requires that programs broaden their focus from looking solely at learners and trying to figure out what they need to do differently if we are unhappy with program results, to also looking at the conditions and processes that lead to those results and try to figure out what the program needs to do differently.

This will require Adult Literacy and Basic Skills programs to: 1. take into account the characteristics, needs and interests of adults the program is intended to serve; 2. whether program elements facilitate or impede recruitment, retention and improvement; 3. whether what the program does contributes to or impedes the learning process.

Evaluation in many adult education programs is equated with the effectiveness of the program in achieving program goals. This focus is upon the program, not the learner and Dr. Stein notes that, although attainment of goals is important, a failure to achieve goals is not a sign of failure on the part of the learner but a signal that something is not working in the program.

The Framework then goes on to suggest some practices and activities which programs can institute to provide a regular ongoing cycle of planning, implementation and evaluation which is integrated into all program operations. It also discusses how programs can use Indicators of Program Quality to evaluate and strengthen the program, documentation systems, etc.

Copies of "Framework for Assessing Program Quality: A Community Based Approach to Literacy Program Evaluation" are available from ACBE, 1805 Florida Avenue, N. W. Washington, DC 20009 for $10.

1993 Fall Workshops, cont.

At the Erie Fall Workshop: left, Guy Ruzzier who has been with the Erie Adult Education Program for 23 years including a cable TV program offering math instruction and a radio show dealing with opera, and Joe Mando, program coordinator and instructor. Joe has been with the program for 21 years.

we say "Thanks" to Dr. John Christopher and his Staff (especially Helen Hall for her efficient, comprehensive workshop planning) for providing a really worthwhile professional development opportunity. If you weren't there this year **be sure** you attend next year. You'll be glad you did.

"Now is the Time to Build Positive Perceptions of the GEDProgram"

This was the advice delivered to General Educational Development (GED) test administrators from throughout the country at the 1993 GED Administrators Conference held in San Francisco. Attendees at the Conference, including Pennsylvania State GED Administrator, Chuck Holbrook, heard Jean Lowe, Director of the GED Testing Service (GEDTS), lament that people are picking up a false notion that young people are being misled into dropping out of school to take the GED test which is substandard. This, despite efforts of adult educators and GEDTS to bring to the public attention that the GED test is a viable method to measure "high school equivalency" and is accepted by higher education admission officers and business and industry alike.

Ms. Lowe outlined a "Credibility Plan" to be developed at the state level and to be used to inform public and state officials of the importance and advantages of the GED testing and credential program.

The plan includes involvement of employers, adult educators, former and present students to develop a legislative public policy plan, media plan and an economic impact analysis of the GED program for each state. She quoted an example developed by the GEDTS for Vermont (a state which recently eliminated the GED test from the state). For example, the "Vermont Fact Sheet" emphasizes the acceptability of the GED Diploma by industry and higher education, the number of persons involved as students in the GED program and other relevant information.

Ms. Lowe emphasized this is a particularly appropriate time to act vigorously on behalf of the GED program in light of the National Adult Literacy Survey (NALS) findings showing literacy skills of GED graduates are virtually identical to those of traditional high school graduates.

For more information about building a local GED Advocacy Program, contact GEDTS at One DuPont Circle NW, Suite 250, Washington, DC 20036-1163 and request a copy of **ged Items** for September/October, 1993.

Williamsport Program Supports Recovering Addicts With Adult Education

Editor's Note: We were delighted to run into Dr. Harry Lewis at both the Quality Indicators Institute and the Harrisburg Fall Workshop recently. Harry, as many of you know, was formerly with the Continuing Education program at Mansfield University and has served Pennsylvania adult continuing education in various capacities over the years including working on the Adult Education State Plan. He is now involved with a most interesting, challenging program being offered at the Bethune Douglass Community Center in Williamsport under the auspices of Lackawanna Junior College's Career Prep Center. We asked Harry to tell us about the program which works toward four student-oriented goals: 1. to acclimatize students to a rural area; 2. to reduce the amount of free time available to students; 3. to provide alternative career choices and educational opportunities to the students in the program; and 4. to acquaint students with behavior sanctioned in small communities and by employers.

"The fun of the project was that I was able to design the program based on what education **should** be all about. The student body consists mostly of recovering Afro-Americans from large population areas. They need education from GED instruction up.

At the Harrisburg Fall Workshop. Left, Dr. John Christopher, Director, Bureau of Adult Basic and Literacy Education (ABLE) and Dr. Harry Lewis.

"Every adult starts with a proven reading program that includes management of time and added emphasis on study skills. We have set the time requirement for a credit hour at fifteen hours of instruction and the program meets from Monday at 9 a.m. to Friday at noon. The reading course is worth 2 credits and it is instant gratification for the students to read well. Students reach the 10th grade reading level or better with a rate of 350-500 words per minute with 80% or better comprehension.

"Following reading improvement the 50-60 adults in the program enroll in 1 credit courses in Drugs and Alcohol, Human Sexuality, Assertiveness Training, Stress Reduction, Career Decision Making, Life Designing and Job Finding Skills.

"Tutoring with math is also provided and the students take the GED examination if they have not graduated from high school. Our passing rate on the GED is high as are the scores the students receive. Following this stage they pursue college credits in English, Psychology, Sociology, Math, History, etc. at the rate of 3 credits for 3 weeks" work. Since most of our students wish to transfer to other institutions of higher education, we are very careful to include lengthy research papers as course requirements.

"Our retention rate is 66% which we feel is excellent considering the background of our population. As expected, reading is the key and we find that once a student overcomes a reading handicap, nearly nothing can hold them down.

"Four of our staff members are recovering addicts themselves and we have been fortunate to receive instructional support from a number of nearby institutions. A Psychology instructor from Lycoming College found her experience teaching our students very enjoyable and felt they were as bright as regular college students. Another instructor from Penn College was surprised that we assigned more homework, had fewer complaints, and, in general, demanded more from our students.

"I must say we could not have put this program together without the technical assistance provided by the recovering community."

Dr. Lewis may be reached through Lackawanna Junior College at (717) 961-7810.

Western PA Resource Center

by Chris Kemp, Coordinator

As 1993 draws to a close, it is a time for reflection. The Western Pennsylvania Adult Literacy Resource Center opened in June. Summer Institutes provided opportunities to meet many new friends, share ideas, and learn. Autumn brought Fall Workshops, the WPALRC Open House, and the Penn-Ohio Winter Conference finds WPALRC in "full swing", looking forward to a new year, and the PAACE Mid-Winter Conference.

Please don't let 1993 end without a visit to the center, or a call to say "hello" . . . .

Our number is 800-446-5607 Ext. 216.

As this exciting year is ending, the staff at the Western Pennsylvania Adult Literacy Resource Center wants to thank everyone who helped make this last year so successful, and wants to wish everyone the happiest of holidays!

HOLIDAY HOURS

We will close at 4:00 PM on December 23rd, 1993

We will re-open at 8:30 AM on January 3rd, 1994

We will also be closed on January 17th, 1994 (Martin Luther King Day)

At the Pittsburgh Fall Workshop Joe Smith and Chris Kemp, both of the Western Pennsylvania Adult Literacy Resource Center, explain the new Center's services and products.

About People and Programs in Pennsylvania

In which we recognize a few achievements and accomplishments of the many in our ABLE Community . . . .

• **Read-Aloud Parent Club,** Carnegie Library of Pittsburgh, Homewood Branch. Beginning with Books is an affiliate program of the Carnegie Library of Pittsburgh. Believing that the first five years of life are crucial to fostering the skills and habits of literacy, the group has developed several model programs to encourage and support parents and caregivers so they can successfully start young children on the road to reading. The Read-Aloud Parent Club program helps parents become more skillful and confident in reading to their children and encourages daily reading aloud to stimulate children's literacy development. Parents who enroll meet weekly or every other week to learn about why, how and what to read to their children. The program provides free, quality books; child care is provided. Benefits mentioned by participants are increased parent-child communication, newfound pride in children's abilities, improvement in attention span and interest and enthusiasm among all family members for sharing books and stories. **Joan Brest Friedberg and Elizabeth Segel,** co-directors.

• **STUDENT SPOTLIGHT** on **Nyles Gray,** a first-year Ed. D student in the **University of Pennsylvania's Graduate School of Education's (GSE) Higher Education Administration Program.** Nyles is president of the GSE Student Association and received his Associate degree from Delaware County Community College, his Bachelor's from Neumann College and a dual Master's in **adult education** and educational administration from Cheyney University. Nyles has been a literacy fellow at the National Committee on Adult Literacy and is active in community outreach work including founding The Neighbor Center for Youth Development in Edgemont.

• **Marty Finsterbush,** former Adult Basic Education Success Student, volunteer staff member at the Delaware County Literacy Council and an active advocate of new reader involvement in literacy, has been elected vice-chair of the Laubach Literacy Action (LLA) Steering Committee.

• **Humanities Study Helps Women Raise Self-Esteem** was one of the conclusions of a study completed by **Irene Baird**, doctoral candidate at the Penn State University in Harrisburg. The pilot project involved 14 low income women in a series of meetings in which they read literary pieces by authors with whom they might identify by color, class, gender and experience. Information about the authors was interwoven into discussions and the women were given opportunities to share personal experiences. Ms. Baird emphasizes the importance of developing trust and sharing among the women and between the group and the instructors. "We give participants the freedom to choose when they will read, write or simply talk about their day and eventually the women felt comfortable enough to put their thoughts on paper." The study was initiated by the Pennsylvania Commission for Women through funding from the Pennsylvania Humanities Council and has been featured in the newsletter **WOMENews** and the College Student Journal.

• **Project REACH** (Resources on Education for the Adults of Chester) uses a Mobile Home to carry information about adult education programs into the community. Sponsored by the Delaware County Literacy Council and the J. Lewis Crozer Library, the project is funded by the Pew Charitable Trust, the Pennsylvania Department of Education and other foundations and local businesses in this southeastern Pennsylvania community which is ranked by the U. S. Department of Housing and Urban Development as the most depressed city of its size in the nation. The staff consists of a project director, two part-time assistants and a driver and the schedule of the mobile home is printed in the paper. Information is provided about adult education opportunities and how to access local programs including ABE, Literacy, GED and ESL instruction and college and technical school training. The program also makes referral to a variety of social agencies and the project has initiated the ChesNetwork which brings together representatives of more than 75 local agencies on a regular basis. Since it began REACH has served more than 2,800 people with about 60% going into some form of educational program. For more details contact Pat Gaul, Director, Delaware County Literacy Council, 225 East 24th Street, Chester, PA 19013, (215) 876-4811.

• Congratulations to **Blannie E. Bowen,** professor in the Department of Agriculture and Extension Education at Penn State for being named to the Advisory Board of the ERIC Clearinghouse on Adult, Career, and Vocational Education. The Clearinghouse is an excellent source of information for adult educators and may be reached by writing 1900 Kenny Road, Columbus, Ohio 43210.

• The **Adult Education Program of the Northwest Tri-County Intermediate Unit** based in Edinboro offers a wide variety of adult education services to more than 1,000 adults each year. Programs in Adult Basic Education, GED Preparation, Basic Literacy Training and Testing and Counseling are provided in 9 instructional sites throughout the three Northwest Pennsylvania counties serviced by the IU plus a number of workplace literacy programs for Erie companies and programs at the Housing Authority of Erie, the International Institute and the Meadville Women's Shelter. **Dr. Richard Gacka,** Adult Education Director, tells us future plans call for a gradual shift to more vocationally oriented curricula and eventual integration with the Adult Education classes offered through the Erie County Vocational Technical School.

• Greetings to **Katherine Zimmerman,** new Coordinator at the Juniata County Library Literacy office. She replaces **Barb Inch** who plans to continue to remain active in the Literacy Program. The Literacy Program recently received word one of their students, **Madeline Donaldson,** had one of her stories published in the New Readers Press publication "Emerging Voices".

• **Cathy Forsyth**, Coordinator for the Mifflin County Library Adult Literacy Program, notes her chagrin at the implied sponsorship of the "Hooked on Phonics" program by TV shows such as Jeopardy and Wheel of Fortune which award "Hooked" as a prize. Cathy makes it clear in her latest issue of the Literacy Program's newsletter **The Spirit** that they do not endorse the program even with the shift in advertising from adults to children.

Editor's Note: We spoke with the Science Research Associates sales rep at a recent meeting and he tells us he was deluged with calls from his usual clients opposing the new SRA/Hooked relationship. It is evidently a cozy financial arrangement with SRA receiving the money and Hooked an implied respectability from SRA. We feel neither company will benefit in the long run.

Let us know what's happening in your program and with your students. From recent comments our *Buzz* readers like to learn what's happening "over the mountain".

Regional Staff Development Centers

Region 2 Project STAR

by Gail Leightley, Coordinator
(814) 359-3069

Participant Action Research

Congratulations to **Camille Belolan** from Central Susquehanna Intermediate Unit #16 for being the Region's first applicant for an Action Research project. Ms. Belolan will do a Share/Compare project in which she will summarize for her colleagues the methods and materials she uses in implementing "The Writing Process", in hopes that the successes she has had will be replicated many times at their teaching sites. Ms. Belolan will be paid a stipend of $300 when Project STAR receives her written report.

Others in the Region are reminded that they must request approval for Participant Action Research projects by January 14, 1994. For more information, contact Coordinator, Gail Leightley, at (814) 359-3069.

Welcome, New Program

The Pennsylvania College of Technology in Williamsport has received funding this year to provide workforce literacy programming in Lycoming County. The director is **Susan K. Clark-Teisher**. She can be reached at (717) 327-4775.

The Californians are Coming

Mark your 1994 calendar. On March 28 or 29 you will want to be among those who participate in a special one-day session on Teaching Styles for Multiple Learning Styles.

The South San Francisco Library, working under a Federal grant, has developed a packet of materials including multi-sensory lessons and teacher strategy cards for working with students with different learning styles. Their work is based on the theories of multiple intelligence and learning styles developed by Harvard Professor **Howard Gardner**.

This year, the Library's Project Read is funded to take the program to three other states. Pennsylvania Region Two was chosen as one of these sites. Two one-day workshops will be held within the Region, probably in State College and Williamsport. Each program in the Region will be supplied with one set of materials. Others may be purchased at $30/set.

In late May, the Project Read staff will return to talk to participants about their experiences with the methods and materials. At that time, they will also hold a "Train the Trainers" workshop for representatives from each program who can then train others in their individual programs.

Self-Esteem: A Rose By Any Other Name

Gail Leightley, Coordinator of the Region Two Staff Development Project, has nearly completed her visits to each of the program sites to do focus group discussions on staff training needs. While the complete report is not yet ready, Gail noted one interesting theme that seemed to surface at most of the meetings. New teachers/tutors wonder about their own work: "Am I doing a good job?"; "Am I covering the right material?"; "Am I going too fast or too slow?"; "How do I know that I'm doing the right things with my student?".

On the other hand, experienced teachers and tutors wonder how to raise their students' self-esteem: "How do I influence the student's negative 'self-talk'?"; "How do I get the student to see that he/she is worthwhile?".

On reflection, it appears that the questions are very similar. Only the source of concern changes. Project STAR will appreciate suggestions for workshop presenters on this whole subject of self-esteem. In the meantime, however, one very experienced teacher's approach may be of value to others. Say "good" to three things you do for every single time you criticize yourself. Give your student three "goods" for every correction you make on his or her work.

Region 4

Paul Weiss, Coordinator
(412) 661-7323 or 1-800-438-2011

We at Region 4 Staff Development would like to thank all staff and volunteers who took the time to send back our Needs Assessment surveys. If you still want to send your survey, we welcome your input and suggestions. Learning Differences is once again the number one topic requested by adult educators in our region. In response to this, **Richard Cooper** will be presenting two workshops this December, and we will be offering a variety of presenters and topics on Learning Differences in the future.

Other highly requested topics include ABE Writing Skills and ABE/GED Math Skills. Those wonderful Quality Indicators are also on the minds of staff in the region. Seriously, though, it is the feeling of most adult educators that the Indicators are a positive development. Region 4 has already held two well-received workshops on them hosted by the truly wonderful **Nancy Woods**. We are not done yet, however. It is our mission at Region 4 Staff Development to make all staff comfortable with these Indicators.

Please call us with any concerns or questions about staff development. The Needs Assessment survey is just a small component in our mission to serve your needs.

Region 5 South Central

by Randy Varner, Coordinator
(717) 248-4942

The month of October was very busy for the center. Three teacher action research orientation workshops were held in Altoona, Johnstown and Lewistown. **Dr. Donna Murphy** of Juniata College conducted these workshops that concentrated on basic research and data collection skills. We are hopeful that many of the region's adult educators will take advantage of this exciting area of the project. We are working together with Juniata College to allow teachers to take a one-credit college course based on their research.

Shirley Mattace of SCI-Mercer presented a workshop in Altoona on October 21, 1993 on "Adult Learning Styles". This workshop was well attended and received by members of the Altoona Area School District's Literacy Program as well as members of the Blair County Literacy Council. The workshop was packed with practical and useful ways to address students with variable styles and rates of learning. If you would like a summary of this workshop, please call me at (717) 248-4942.

The Second Annual Regional Corrections In-service was held at SCI-Cresson on November 17. It was attended by close to 100 teachers, administrators and other professionals interested in adult education. Four break-out workshops were offered including: portfolio assessment; multiculturalism; presentation of a math workshop, and adult education theory as it relates to corrections education. The participants also were treated to a quality vendor fair and wonderful lunch. Plans are already being made for the third annual Regional Corrections In-service next year. Our thanks go out to Jim Hudack of SCI-Cresson who had the vision to work with us on this large venture. He is responsible for the high quality of the presenters, facilities and operations of this in-service. Thanks Jim!

Future plans for the center include working with **Dr. Alan Quigley** of Penn State University to offer a one-credit college course on retention and recruitment in adult education programs. We will continue to offer technical assistance to adult educators in the region, and help them with any staff development needs.

All of us here at the South-Central Region 5 Staff Development Center wish all the readers of "What's the Buzz?" a glorious and happy holiday season!

BEST COPY AVAILABLE

Regional Staff Development Centers, Cont.

Region 6

by Beverly Smith, Director
(717) 232-0568

The Region 6 project has undergone several staff changes recently! The Project Assistant, **Donna Kenney**, was promoted to ESL Program Manager of Immigration and Refugee Services of Catholic Charities. Donna also got married and is now Donna Hostetter. Soon after Donna was promoted, the Project Coordinator, **Brady Stroh**, left to pursue another job. The new program staff members are: Paula Smith, Project Coordinator and Renee Moran, Project Assistant. **Beverly Smith** remains the Project Director.

A new needs survey was conducted during the first months of the fiscal year. These surveys went to program administrators only. Region 6 is still working with a list of training needs identified by last year's survey (which went to all adult educators, not just administrators). The purpose of the new needs survey was to see if we were still on target with last year's list (we found that we are) and to solicit new ideas for training.

Region 6 is planning for large-scale workshops in the following areas: Program Quality Indicators, how to administer the ETS Tests of Applied Literacy Skills (TALS), how to use some of SuccessMaker software to teach adult literacy, and how to work with adults with learning disabilities. Keep an eye open for times and locations under It's a Date! in the **Buzz** or call the office at (717) 232-0568.

Region 8

Judith Bradley, Director;
Kathy J. Kline, Coordinator;
Belinda Desher, Newsletter Editor
(215) 971-8518

The Region 8 staff is pleased to announce its first SHARING DAY. The ESL Sharing Day will be held on Wednesday, December 1, 1993 from 8:30 am to 3:00 pm at Cabrini College in the Grace Hall Atrium. This Sharing Day will bring ESL instructors, tutors, and administrators together to share information on: What our programs do best; curriculum and assessment; phonetics and speaking opportunities used in the classroom; and resources we like and resources we need. These are some of the topics to be discussed and shared. Continental breakfast and lunch will be provided. Call to register early.

Sharing Days for ABE/GED and Adult Literacy will be held in March and April. Do you have topics you would like to discuss? Let the Center staff know.

The Center staff has sent agency update forms to all programs to ensure that all staff is receiving their monthly newsletter. Watch your mail, you should have already received the November special edition GED newsletter. This copy contained 'everything you always wanted to know about the GED and the test centers in and around our region.' Call for a copy if yours did not arrive.

Teacher action research projects are being encouraged. Applications will be arriving in December. Do you have a research topic you would like to work on in your classroom, call the Center for more information. Remember to submit for your tuition reimbursement funds. Monies still remain. Let's use it all this year!

Any questions, need more information, just want some help? Call Kathy Kline at 215-971-8518.

Welcome, *Progress for Learning* in Virginia

We recently received word that the Commonwealth of Virginia is again producing an adult education newsletter. Titled **Progress for Learning in Virginia** the newsletter is edited by Jane Swing of Radford University. For years Virginia had the second best ABE newsletter (you know who was #!), but due to a loss of funding it folded. The former newsletter was edited by Ed Jones of George Mason University and Jean Lowe who is now Director of the General Educational Testing Service. We at **The Buzz** look forward to bringing you news of Virginia adult education via Progress.

KET/GED On Sale

KET (Kentucky Educational Television), a producer of quality videos for the adult education market, is currently sponsoring a free "GED on TV" promotion to many PBS stations across the country.

In conjunction with this, they will run an offer to receive the basic GED package with books and support for the reduced price of $3900 for all 43-30 minute programs (usual price is $5675). This special will run from November 1, 1993 -August 31, 1994. If the order is sent to Rod Orth, their representative, you will also receive 10 free sets of books! Rod Orth, PO Box 1, Horsham, Pa. 19044 Tel-215-674-4080.

The "Buzz" Word for 1993-94

We have been encountering a term in the literature pertaining to education, including adult education, which seems to be the "Buzz Word" for this year. We're sure you remember fondly, "Accountability", "Relevance", "Multiculturalism", "Participatory", etc. Think about a possible definition/explanation of "Systemic Reform".

We've encountered "Systemic Reform" in a number of publications including an article about reauthorization of the Elementary and Secondary Education Act ("Current reform efforts that will influence reauthorization and address this lack of coherence stress the need for a systemic approach to education with clearly articulated goals and assessable standards." The author, J. David Edwards, goes on to note that, "content and performance standards for LEP and language minority students must be developed by those who know these students."

The July, August newsletter of the Northwest Regional Educational Laboratory (NWREL) ran an article titled "Broad Consensus for Systemic Change Is Emerging". The article goes on to explain their use of the term: "A consensus is emerging that systemic change is needed to meet effectively the challenges of the future. Fix the parts and fix the people approaches to change must give way to integrated approaches which concentrate on fixing the system."

USDE Research Grants

Although we received this information too late for our November issue, you may still be able to apply for field-initiated education research in 1994. These are 18-month grants to public and private organizations, institutions and individuals from the U. S. Department of Education (Contact Delores Monroe, (202-219-2223). Deadline is December 10, 1993.

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the newsletter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

It's A Date!

Remember: Contact your regional staff development center for more information about center-sponsored events. For the name and address of your regional center, see the September issue of "What's the Buzz?"

December, 1993:

2: Region 7 Staff Development Workshop; "Multiculturalism in Adult Literacy", presenter: **Dr. Manuel Gonzalez**. 2-4 p.m. Lehigh County Community College, Hamilton Street site, Contact: **Lauren Giguere** (215) 776-1998.

2: State Adult Literacy Coalition meeting; Harrisburg.

1-4: National Reading Conference, 43rd Annual Meeting; Charleston, SC. Call (312) 329-2512.

6: Region 7 Staff Development Center Advisory Board Meeting/Administrator Retreat. Dialogue with **Don Lunday**, Special Projects Supervisor, Bureau of Adult Basic and Literacy Education; 12 noon-2; Lehigh University; Contact: **Jane Ditmars**, (215) 758-6347.

3-7: American Vocational Association Conference; Nashville; Contact Hiram J. Spurlin (904) 488-2730.

8-9: 4th Annual Family Literacy Conference; Bloomington, Illinois; Contact Illinois Literacy Resource Development Center; PO Box 4026, Urbana, IL 61801.

10: Region 7 Staff Development Tutor Training Workshop; call (215) 758-6347.

10: Region 7 Staff Development Center Tutor/Tutor Trainer Workshop; "Training Strategies for Teaching and Writing; presenter: **Amy Wilson**, 9:30 a.m.-2:30 p.m.; Rauch Business Center, Lehigh University, Contact **Ann Koefer**, (215) 758-6347.

10: Region 6 Staff Development Videoconference: "Cornerstones of the Learning Organization" by Peter Senge; 1-4 p.m. Downlink at Harrisburg Penn State; call (717) 232-0568

11-13: American Reading Forum, Sanibel Island, FL. Contact Terry Bullock, (513) 566-1765.

14: Region 6 Staff Development Program Quality Indicators Workshop; 9-12 noon; Penn State Harrisburg Eastgate Center, 1010 North 7th St., Harrisburg, Rm. 216. Call (717) 232-0568 for registration information.

14: PAACE Board Teleconference Meeting.

January, 1994: HAPPY NEW YEAR!

10: Region 7 Advisory Board, Administrator Seminar; "Advances in Electronic Communications;" Presenters: **Richard Silvius and Judith Rance-Roney**; Computer Center, Lehigh University; Contact **Jane Ditmars**, (215) 758-6347.

11: PAACE Board meeting; Joan Leopold's

20-22: Educational Computer Conferences 12th Annual National Conference; San Francisco; Theme: Technology, Reading & Learning Difficulties. Contact Diane Frost (800) 255-2218.

25th Anniversary Celebration

At the Reading-Berks Literacy Councill (RBLC) 25th Anniversary: Left, Dr. John Christopher, Director, Bureau of Adult Basic and Literacy Education, Jane Breisch, Council Executive Director and Jane Rohrbach RBLC President. Photo and article by Jane Ditmars, Region 7 Staff Development Center Coordinator.

Congratulations to Joan Breisch, Director of the Literacy Council of Reading/Berks Counties! Friday, October 15, 1993 marked the 25th Anniversary Celebration of this Literacy Council. A gala dinner and an inspiring program were held at the Sheraton-Berkshire Hotel in Reading. Dr. John Christopher, Director of the Bureau of Adult Basic and Literacy Education welcomed the guests and brought greetings from the Pennsylvania Department of Education. Dr. Bob Laubach, Past President of Laubach International and Life Member of their Board of Trustees, gave a presentation entitled "Birth of Each One Teach One". This was a most informative and enjoyable slide lecture which documented a lifetime devoted to literacy throughout the world. Best wishes to Reading/Berks and to all of their dedicated staff for continued success!

February, 1994:

4-6: 3rd North American Adult and Adolescent Literacy Conference; sponsored by the International Reading Association (IRA); Washington, DC Contact IRA, 800 Barksdale Road, Box 8139, Newark, DE 19714.

February 9-11: **Adult Education Midwinter Conference**, Hershey.

Theme: Unity Through Diversity. Contact the Pennsylvania Association for Adult Continuing Education (PAACE) Box 3796, Harrisburg, PA 17105.

10: PAACE Board meeting; Hershey

16-18: 1994 Annual Conference on Lifelong Learning; Theme: "Re-educating America: Technology and Higher Education." San Diego. Contact: National University Research Institute (619) 563-7144.

24: Teleconference: "How Schools and Colleges Collaborate to Improve Learning"; 1 p.m to 4 p.m. Call 1-800-257-2578.

Quality Teaching or Cost Effectiveness?

At the statewide hearings on the proposed amendments to the State Plan for Adult Education, at the midwinter Conference session on the Federal Update, at nearly every conference and workshop of adult educators in Pennsylvania, Program Quality Indicators, Standards and Measures as outlined by federal and state adult education officials are one of the **buzz** topics of concern. One of the questions heard at the hearings and last year's federal update session was "How can programs balance the need to be cost effective with the need for quality teaching?" and this is one of the questions dealt with in a recent edition of NCLE Notes, the newsletter for the National Clearinghouse on Literacy Education. Because of the dilemma facing many adult education programs in our state we bring you this excerpt.

How can programs balance the need to be cost effective with the need for quality teaching?

In order to get funding, programs need to serve as many people as possible, for as little money as possible; consequently, teachers are often hired on a part-time basis or given heavy course loads. Further, the salary range in adult education is considerably lower than it is in other sectors of public education. The result is that teachers often run from job to job, burn out quickly, have no time for innovation, and leave the field after a few years. When we met other family literacy teachers at conferences, they often told us that they taught a few classes at night in addition to other jobs, and had little time to prepare or even think about curriculum issues. Their family literacy classes were often no different from other ESL classes. They rarely met with colleagues to discuss common concerns or share teaching strategies. In our case, it was precisely because teachers had paid time to read, write, and talk about their work that they were able to be effective inside the classroom and contribute to the development of the field.

The choice between quality full-time teaching and cost effectiveness is a false choice. In order for instruction to be effective and for the field of adult literacy to develop, teachers must be treated as professionals, and supported in terms of salary, working conditions, and intellectual development. It is the teachers who ultimately determine the quality of adult literacy, and it is only when they are recognized, given paid time to meet with each other, to reflect on and document their practice, that the delivery of services will improve and the field as a whole will move forward. Teaching cannot de divorced from professional development.

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General Educational Development

A.B.E. Adult Basic Education

BE ALL YOU CAN BE
ADULT EDUCATION IS THE KEY

VOLUME 13, NUMBER 5 | HAPPY NEW YEAR! | JANUARY, 1994

The 1993 Fall Workshops

"Both sessions I attended were great! It was well worth the two-hour drive."

This was one of the many comments received on the Overall Evaluation Forms completed by 471 (nearly 64%) of the adult basic and literacy education practitioners who attended one of the four fall workshops during October and November 1993.

"What's the Buzz?" asked for the opportunity to tabulate the responses from the evaluation sheets and, although we attended all four workshops and knew the positive responses of the persons in attendance with whom we talked, we were **amazed** at the comments and words of praise from administrators, teachers, tutors, counselors and others who attended a workshop at either Erie, Pittsburgh, the Philadelphia area or Harrisburg.

Wide range of attendees. Although not everyone attending one of the workshops took the time to complete the overall evaluation form, 64% did, representing a wide range of adult education jobs and duties. The largest group, teachers, represented 41% of those completing the report forms with administrators (27%), tutors (12%) and counselors (3). Seventeen percent of the respondents did not note their level of responsibility.

There was an almost equal number of educators from Adult Basic Education (ABE) 0-8, programs (33%) and General Educational Development (GED) 9-12 (31%) programs. Twenty-two percent were from literacy programs and 14% from English as a Second Language (ESL) programs. The distributions reflected by both the job duties and instructional levels would seem to show percentages very

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And Lots More for A.B.L.E. Practitioners in Pennsylvania.

The New A.B.L.E. Bureau Director – CHERYL KEENAN

"I plan on getting out, visiting programs, forging relationships between the local and state levels so the Bureau can support local program efforts in literacy – that is one important role of the state." These words from the newly appointed Director of the Bureau of Adult Basic and Literacy Education (ABLE), Cheryl Keenan. We caught up with Ms. Keenan as she attended the Board of Directors meeting of the Pennsylvania Association for Adult Continuing Education (PAACE) and we were impressed with her willingness to listen and her enthusiasm toward her new challenges in adult education.

Cheryl Keenan, A.B.L.E. Bureau Director

Cheryl Keenan spent her first 14 years in the field of education as a teacher (she characterizes herself as a teacher), project director, and administrator of various programs conducted by a community based organization. She specialized in early childhood development of young children with disabilities.

"I've worked a long, long time with adults having young children and babies in their homes and in other settings. Often times when you go into homes of families with babies at risk of developing a disability, you're working with very young women and moms from disadvantaged backgrounds. Although my primary responsibility was the child, I've worked with adults in a number of settings for a long time." These include HeadStart settings, school-based programs, etc.

(Cont. on page 2)

'93 Fall Workshops, cont.

representative of the professionals working in Pennsylvania's Adult Basic and Literacy Education (ABLE) programs statewide.

Overall reactions to the workshops were positive with 64% responding "yes" and 35% "to a degree" when asked if the workshop met expectations based on advance information. As would be expected most of the persons attending felt the workshop sessions were the most valuable part of the day, but a significant number identified the publishers' area and the opportunity to exchange ideas with peers as also valuable to their professional development.

Lack of sufficient time in workshops, with vendors and in informal discussions were the only consistent negative comments received. A large group of respondents from Northeastern Pennsylvania felt a fifth workshop in the Scranton area would be appropriate.

Workshop organization: Helen Hall, adviser with the Bureau of Adult Basic and Literacy Education, was coordinator for the workshops and she received high marks. Eighty-nine percent of the respondents noted positive feelings as to the organization of the workshops. One attendee echoed the thoughts of most persons attending a workshop by writing "Nice job, Helen!" on the survey form.

Participant Involvement is always foremost in instructional and professional development programs such as the fall workshops. Presenters, like teachers, who do not build in opportunities for participation, lose their audience rapidly. This was not the case with nearly all presenters at the fall workshops. Sixty-seven percent of the adult educators responded they found participant involvement during the day "Stimulating and helpful".

Presenter Knowledge was evident throughout the range of 12 workshop sessions at each of the four sites. Eighty-three percent of the survey respondents said they found the presenters "Exceedingly well informed". Presenters not only knew their stuff, but got it across to the audience with 98% of the evaluations indicating the presentations were "Clear" or "Highly clear and informative".

Workshop materials also received a preponderance of high responses. Ninety-five percent found the materials "Highly interesting" or "Interesting".

Learning new concepts for local programs was identified by 94% of the persons answering the survey which bodes well for the improvement of quality in many local programs throughout the state.

Exhibitors'/Publishers' materials are always one of the fringe benefits of the fall workshops and midwinter conference. Ninety-two percent of those at the fall workshops who responded to the survey found exhibitors to be "Outstanding" or "Useful" and many comments expressed appreciation for the hundreds of review samples distributed free of charge to workshop attendees. It should also be noted the publishers provided the complimentary lunch at each workshop – a welcome opportunity to discuss matters of interest and concern with other adult educators.

Suggestions for improvements for the 1994 workshops were solicited on the survey form and we know that soon after the first workshop at Erie, Helen Hall and Don Lunday, Special Projects and Staff Development Supervisor, were discussing some of the suggestions.

Maps and better directions were suggested for all four sites with many requests for more time with the book vendors. Room arrangements were also identified at Erie and Harrisburg as needing some improvement. Nearly 60 topics were suggested for future workshop sessions.

Typical comments: "More time per workshop!" (although a few respondents felt the time was too long.)

"More sites around the state."

"This year was much improved over other PDE fall workshops! The food selection was good."

"Preparation was great."

"High praise for the presenters."

"You are good at finding experts – whoever did that, pat yourself on the back."

Where were you? If you were one of the nearly 700 Pennsylvania adult educators attending one of the 1993 fall workshops you know what the positive comments are all about. If not, you can only imagine - not only what you missed in terms of your professional development, but in terms of what you **could** have learned to take back to improve your local program.

Program directors are permitted to budget at least $50 per person for expenses to attend the fall workshops. It won't be too long now until your program director is preparing the 1994-95 budget.

Another **excellent** opportunity for professional development and learning from presenters and peer discussions is the **MIDWINTER CONFERENCE** coming up on February 9-11, 1994 in Hershey. Co-sponsored by the Bureau of Adult Basic and Literacy Education and the Pennsylvania Association for Adult Continuing Education (PAACE) the midwinter gives you an opportunity to attend one (there is a special one-day rate) to three days of the best in adult education. For more information contact PAACE, Box 3796, Harrisburg, PA 17105.

New Director, Ms. Keenan, cont.

We asked Ms. Keenan about her thoughts concerning Family Literacy in light of her extensive experience in working with young mothers and families: "This is very exciting to me," she said. "When you get into the whole area of family literacy you have to affect both generations to impact on long-term change."

Following her 14 years in community-based programs, Cheryl Keenan joined the Pennsylvania Department of Education as adviser to the Bureau of Special Education. She developed and polished her management and administrative expertise as section and division chief and for six months served as Acting Bureau Director.

"I like to let people know I'm a person," she said, "and I plan to get out and talk to local program people about where their challenges lie."

The appointment of Ms. Keenan as A.B.L.E. Bureau Director caps off a two-year period of personnel changes in the Bureau. New regional advisers, the retirement of Gordon Jones as Bureau Supervisor, the temporary incapacitation of Dr. John Christopher whom Ms. Keenan replaces following his promotion within the Department of Education, the appointment of two supervisors for the Bureau, etc.

We feel the time is ripe to pull things together and capitalize on the strengths and dedication of the A.B.L.E. Bureau staff and the thousands of adult educators in the hundreds of local programs now under the oversight of Cheryl Keenan.

We're sure the good wishes of every **Buzz** reader are joined by those of the thousands of adult learners we serve every day in welcoming her to the world of adult education in Pennsylvania. Give her a call – (717) 787-5532; stop in her office on the 12th floor of 333 Market Street, Harrisburg; when she visits your program or you notice her at a local or regional program or the Midwinter Conference, stop and say "hello".

Welcome to Pennsylvania Adult Basic and Literacy Education, Cheryl Keenan.

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the newsletter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

Here Comes the 29th Annual Adult Education Midwinter Conference . . . and we'll see you there!

Carol Molek, Director of the Tuscarora Intermediate Unit Adult Education and Job Training Center in Lewistown, is first vice-president of the Pennsylvania Association for Adult Continuing Education (PAACE). As 1994 Conference Chairperson she and other members of PAACE have been working diligently to arrange the 29th Annual Adult Education Midwinter Conference to be held at the Hershey Convention Center on February 9-11, 1994.

PAACE is pulling out all the stops to make this Midwinter Conference as attractive as possible to the various constituent groups of its membership and the widespread variety of speakers, presentations and special events provide quality participation time for anyone and everyone connected to Adult Education in Pennsylvania.

Preparing for the 29th Annual Adult Education Midwinter Conference, from left, Carol Molek, first vice-president and conference coordinator, Victoria Fisher, PAACE president, Joan Leopold, PAACE executive director.

Honorary Chairperson: Dr. Kathryn Towns. Dr. Towns is Professor of Community Psychology and Women's Studies at Penn State University in Harrisburg and has been an active member of PAACE for many years. She has been a member of the faculty of Capital College since 1968 and has received over $3 million in grants – much of which was for projects related to re-entry women and displaced homemakers. Dr. Towns has held numerous leadership positions in national, local and regional professional and community groups and has written numerous articles and publications. In 1993 she received the Artist of Life Award from the International Women Writer's Guild.

Keynote Speaker: Dr. Niara Sudarkasa. Named the first woman president of Lincoln University in 1987, Dr. Sudarkasa has an impressive record of "firsts" in higher education African Americans and African American Women. She has received 10 honorary degrees and is well known for her pioneering research and publications. She also has been appointed by President Clinton to the White House Commission on Presidential Scholars.

Special Interest/Program Divisions. Last year PAACE revised its structure of more than 20 "special interest groups" to five Program Divisions in an attempt to generate more involvement from members in the communication, sharing and discussion of members within each Division. The Midwinter Conference in 1994 will start the ball rolling for the development of active Program Divisions with a meeting the evening of February 9 for Program Division chairpersons. Then, on Friday, February 11, each Program Division will have a special luncheon for Conference attendees with a professional interest in one of the five Divisions. A special luncheon rate of only $6 has been set by the PAACE Board in an attempt to encourage a large turnout at these luncheons. **Buzz** readers who are interested in becoming involved in one of the five Program Divisions should contact the following:

Adult Basic Education: Joyce Kerrick, Lackawanna Junior College, 901 Prospect Street, Scranton, PA 18505 (1-800-458-2050).

Business and Industry: James Imler, Dauphin County Area Vocational-Technical School, 6001 Locust Lane, Harrisburg, PA 17109 (717-652-3170).

Continuing Higher Education: Cheryl Boyer, Temple University-Harrisburg, 223 Walnut Street, Harrisburg, PA 17101 (717-232-6400).

ESL: Kathleen Pryzgoda, 475 W. Glen Rose Road, Coatesville, PA 19320 (215-857-3274).

Literacy/TLC: Monica Kindig, Midstate Literacy Council, 204 Calder Way, Suite 306, State College, PA 16801 (814-238-1809).

"Part-timers" Invited: One of the largest groups of members in PAACE is the many adult educators (usually in ABE, GED or ESL) who are part-time (we call them full-time part-timers) teachers, counselors and administrators in state and federally funded programs. Unfortunately, part-time adult educators are notable by their absence at the Midwinter Conference and, in an attempt to permit those who cannot get three days off to attend the meetings, PAACE has established a one-day registration fee of $30. Name tags will be color coded to identify those who registered for each particular day and it is hoped school district based program personnel will be able to convince their administrators to consider the midwinter conference as a professional development day.

Other Special Events: Recognition of the 10 ABE "Success Students" and the 10 Higher Education "Success Students" are always inspiring events and will follow the Legislative Luncheon on Wednesday, February 9. **The Marketplace** will open at 6 p.m. on Wednesday and dozens of publishers will have available thousands of free publications through Friday. An added feature to the Marketplace this year will be a job opportunities board. Adult education programs looking for staff members may wish to post vacancy notices there. **A Film Festival** will be held from 10 a.m. to 5 p.m. on Thursday, February 10. This will give adult educators an opportunity to view the latest in professional films. **Federal and State Updates** from the U.S. Department of Education and the Pennsylvania Bureau of Adult Basic and Literacy Education will be held Thursday afternoon and **Special Sessions for Higher Education** are scheduled for Wednesday (7-8 p.m.), Thursday (3:30-4:30 p.m.) and Friday (9:30-11 a.m.).

Space does not permit a listing of the dozens of concurrent sessions, presentations, special meetings and speakers which will be available at this 29th Midwinter Conference. Suffice it to say this is **THE** adult education professional development event of the year and **YOU** should be there.

For more information, including registration, contact PAACE, Box 3796, Harrisburg, PA 17105.

Thanks for Your Help . . .

We have received a number of completed green survey forms which were included with the December, 1993 issue of **the Buzz.** We would like to print the tabulation of as many completed surveys as possible in the February issue which will be available to persons attending the Midwinter Conference.

Sooo – if you haven't mailed back your green survey form, see if you can find it and please take a few minutes to complete and mail it.

Some of what we learn from the surveys will be used to determine the type of information we print in **the Buzz** and other information will be shared with the A.B.L.E. Bureau so they are aware of your thoughts.

Thanks for your help – we look forward to hearing from you.

From the Learning Disabilities Newsletter

A unique newsletter which is produced in Pennsylvania and available at a minimal ($10) cost is the **Learning disAbilities Consultants (LDC) Newsletter** prepared by Dr. Richard Cooper's organization in Bryn Mawr, Pennsylvania adult educators have grown to know Dr. Cooper well during the past few years as he has served as presenter in the area of learning disabled adults at a number of local, regional and statewide programs.

Professional Development Courses: In the October issue of the Newsletter mention is made of a one-credit graduate level course titled "Learning Disabilities and Numeracy" to be offered at the Penn State Monroeville campus April 9 and 23, 1994. LDC will also offer a nine-hour course which will provide indepth instruction in the teaching of reading, writing, spelling and math to individuals with learning differences. Funding for this course is provided through the Bureau of Adult Basic and Literacy Education (ABLE) and enrollment is open to Pennsylvania adult educators working in a Section 322 or Act 143 funded program. We are told that, although definite dates have not been set for these courses, there will be two sections, probably in February and April.

Learning Disabilities Resources (LDR) Catalog: The new LDR catalog, featuring instructional materials and technology for individuals with learning difficulties, will be available from LDC in January. The catalog contains a number of new resources for adult educators.

National Conference in Philadelphia: The Annual Conference of the National Association for Adults with Special Learning Needs (NAASLN) will be held in Philadelphia on September 29, 30 and October 1, 1994. Dr. Cooper served as co-chair for the successful 1993 conference which more than 250 persons attended in Charlotte, North Carolina and he has agreed to serve as chair of the 1994 conference.

To contact Learning disAbilities Consultants write P.O. Box 716, Bryn Mawr, PA 19010 (215) 525-8336. Their toll-free number until January 1, 1994 is 1(800) 869-8336 and after that date (610) 525-8336.

Action Research: An Overview

What Is Action Research?
by Dr. B. Allan Quigley

According to Cameron-Jones (1983), action research is simply: "Research carried out by practitioners with a view to improving their professional practice and understanding it better." Kemmis and McTaggart (1982) have explained it as an on-going process: trying new ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching, and learning. The result is improvement in what happens in the classroom and school, and a better articulation and justification of the educational rationale for what goes on. Action research provides a way of working which links theory and practice into the one whole: ideas-in-action.

Action research is considered qualitative research. It has four distinct steps: 1) Plan, 2) Act, 3) Observe, 4) Reflect – it then permits the practitioner to try yet another approach through a second cycle of Revised Plan, Act, Observe, Reflect, and so on into yet other cycles. Action research does not exactly "end." It gives us ways to test new insights and systematically observe and document how each new insight affects our practice.

Action research was made famous by Kurt Lewin in the industry-business setting through the 1950's and 60's along with others of his contributions such as group dynamics. He disagreed that a scientific hypothesis could be deductively tested in the real world of business. Practitioners have "working propositions," he argued, that they want to try out. They can act inductively and undertake Action Research on the job. They try, adjust, and learn as they go. Typically, the learners are not only aware of the project but participate actively.

How Can It Be Used and When Shouldn't It Be Used?

If a teacher, program planner, administrator can identify a manageable ("researchable") problem and then identify both an intervention (working proposition) and the means for monitoring the effects of the new intervention, he/she can learn what works better. However, there is a difference between trying a new math technique, or a new counselling method to improve retention, or a different recruitment approach and, for instance, trying to resolve difficulties on the job because of insensitive employers or a hostile neighborhood. The latter are politically-charged which often require much more than a single teacher's research efforts, as described here. Improving practice means activities the practitioner can try in his/her daily life to make the learning-teaching process more effective. We need to take on only what we can change by beginning with the true problem.

What Is Action Research's Potential? We often need to do more than just: "Do better" on the job. We often need to account for what we do and explain why we do it. We often want to justify new approaches or challenge old ideas – but we lack real data based on valid research to make our case. "Impressions" and anecdotes are rarely good enough to justify, for instance, new institution-wide approaches or large schedule changes or added staff. Policy-makers, from local Boards to the federal government, need to be convinced with verifiable data.

Action research is hands-on research which every teacher-administrator can do. Further, if teachers/administrators were to take common problems in different parts of the state and each try a similar approach to a common problem, continually comparing their action research along the way, they would develop a range of answers. Taken together, the critical mass of data would suggest that perhaps 3-4 new approaches are more promising than all the old ones. A case could be made to Boards and beyond based on regional or state-wide data. They would have new ways to talk about common problems and would not need "experts" to tell them what they are doing "wrong." They would have the basic research tools to move ahead on their own. This would be real empowerment and real professional development for long term impact in our state.

B. Allan Quigley is an Associate Professor of Adult Education and Regional Director of Adult Education located at the Monroeville Center for Continuing and Graduate Education, Monroeville, PA. He is a frequent presenter at regional staff development workshops and will present a workshop on Action Research at the 1994 Midwinter Conference on Wednesday, February 9 from 4:15-5:30 p.m. Workshop participants will enjoy a "hands-on" experience by preparing Action Research grant proposals.

ADULT EDUCATION SPELLING BEE!

Mary Jendrey, Executive Director of the Alle-Kiski Literacy Council in New Kensington and a fall workshop presenter, tells us of a plan to have a statewide adult education spelling bee which would be televised on cooperating cable TV outlets throughout the state. If this interests you (and it should!) contact Mary at 935 Fourth Avenue, New Kensington, 15068 (412) 335-0707.

Start 1994 INFORMED

The newsletter format seems a viable communication tool for busy full-time, part-time adult basic and literacy education practitioners. (You're reading the **Buzz**, aren't you?)

We highly recommend some other newsletters in our field to keep you informed and up-to-date about our rapidly developing profession. All but one are free and their content will, along with "What's the Buzz?", keep you well informed about your professional field.

A.L.L. Points Bulletin is published and disseminated bi-monthly by the Division of Adult Education and Literacy of the Office of Vocational and Adult Education of the U.S. Department of Education, Washington, DC 20202-7240 (202/205-8959).

GED Items is a must for any adult educator working with General Educational Development students. It is published by the General Educational Development Testing Service (GEDTS), American Council on Education, One Dupont Circle, NW, Suite 250, Washington, DC 20036-1163.

The Ladder is published by Push Literacy Action Now (PLAN), a proactive literacy organization based in Washington, DC (1332 G Street, SE, Washington, DC 20003; 202-547-8903). Subscriptions are $25 each and the bi-monthly newsletter is worth it for anyone in the business who feels strongly about "the cause".

Mosaic is a research-oriented newsletter in adult education published by the Institute for the Study of Adult Literacy, 204 Calder Way, Suite 209, University Park, PA 16801.

The National Center for Family Literacy Newsletter is a quarterly publication of articles and information about Family Literacy. Contact the National Center at 401 South 4th Avenue, Suite 610, Louisville, KY 40202-3449.

NCAL Connections is research-oriented and published by the National Center on Adult Literacy at the University of Pennsylvania (3910 Chestnut Street, Philadelphia, PA 19104-3111).

NCLE Notes comes from the Center for Applied Linguistics, National Clearinghouse on Literacy Education and is geared to meet the needs of **English as a Second Language** (ESL) practitioners. The address is 1118 22nd Street, NW, Washington, DC 20037.

And while we're talking about being well informed, we hope you will send us the names of your new adult education staff members so we can add them to our mailing list of "What's the Buzz?" (Box 214, Troy, PA 16947). Two other publications which are **musts** for both new and experienced adult basic and literacy educators are the **Staff Handbook** and the **Administrators Handbook** produced by Tana Reiff of New Educational Projects, Inc. in Lancaster. Both of these handbooks start with the basics in adult basic and literacy education in Pennsylvania and carry through into what every teacher, tutor, counselor and administrator should know. These handbooks are available from the two ABLE Resource Centers, AdvancE in Harrisburg (1-800-992-2283) and the Western Pennsylvania Adult Literacy Center in Gibsonia (1-800-446-5607).

National Adult Literacy and Learning Disabilities Center Opens

We received a call recently from Bill Langner who is the Education Program Specialist, Adults with Disabilities/Special Learning Needs for the U.S. Department of Education's Division of Adult Education and Literacy in Washington, DC.

Bill called to alert us of the opening of a new Center in Washington, DC which has as its main focus the enhancement of awareness among literacy practitioners, policymakers, researchers and adult learners about the nature of learning disabilities and their impact on the provision of literacy services.

The Center's Director is Neil Sturomski and Eve Robins is the Senior Information Specialist at the National Adult Literacy and Learning Disabilities (NALLD) Center. Ms. Robins tells us the Center will serve as a clearinghouse of information and liaison between literacy practitioners and the latest research of what works for adults with learning disabilities. The Center will also develop a "tool kit" for literacy practitioners composed of a variety of inexpensive screening instruments, best practices information, and training materials for identifying and teaching adults with learning disability.

Funding for the new NALLD Center is provided by the National Institute for Literacy under a cooperative agreement with the Academy for Educational Development in collaboration with the University of Kansas Institute for Research in Learning Disabilities.

The Center also provides training and technical assistance for screening and remediation of learning disabilities to literacy providers and practitioners. With the year-by-year increase of special learning needs adults into our adult basic and literacy education programs, we need all the help we can get.

To contact the Center write National ALLD Center, Academy for Educational Development, 1255 23rd Street, N.W., Washington, DC 20037 (202) 862-1487.

News – Western PA Adult Literacy Resource Center

by Chris Kemp,
Adult Literacy Resource Specialist

With the beginning of a new year, adult educators begin thinking about new programs and proposals. While program planning and proposal writing can be almost as much fun as root canal work, they are necessary. A number of resources are available to assist the adult educator with these awesome tasks.

The "Pennsylvania Handbook for Program Administrators, 1993 Edition" is an invaluable reference for both new administrators and veterans. The handbook supplies background information about Adult Basic and Literacy Education, outlines grant writing and reporting procedures, examines staff development and adult education practices, describes delivery systems, and provides guidance to professional support services. The handbook is available through WPALRC and AdvancE in Harrisburg (800-992-2283).

Also available is the "Adult Education 353 Special Projects Project Abstract Booklet". When a project description appears to be particularly interesting or appropriate, the final report and product can be borrowed from AdvancE or WPALRC for duplication. It is not necessary to "reinvent the wheel"!

Program planning requires balance-planning for tomorrow while meeting today's challenges. In **Maintaining the Balance: A Guide to 50/50 Management (available at WPALRC)**, Anne DuPrey contends that programs often spend a large portion of their time and financial and human resources on the intake function, at the expense of program support. She suggests that a program can only be successful over the long term if the intake and the support needs are split 50/50. Although designed for volunteer literacy programs, the concrete examples are of interest to any program administrator.

When proposal writers must establish proof of need, they turn to statistics. The findings from the 1990 Census were published in June, 1992. The book, **1990 Census of Population and Housing: Summary Social, Economic, and Housing Characteristics: Pennsylvania**, is especially helpful because it provides summary data by county. This data is available by calling WPALRC, 800-446-5607 ext. 216 or copies of the book may be purchased from the Federal Bookstore.

When administrators, tutors, and students look into this new year, 1994, the challenges may seem insurmountable. There is never enough time to do all that must be done! In spite of that fact (or because of it), it is important to seek out and use available resources. Take the time to call, or better yet visit, WPALRC and/or AdvancE to see what materials may be available to help with your program planning and fund raising for 1994.

New Optional Scan Student and Staff Data Forms

By Bob Staver,
Educational Research Associate II

The new optical scan (opscan) student and staff snapset enrollment forms (PDE-4028 and PDE-5015) were distributed to all programs during the fall of 1993. These forms replaced the keypunched data versions used in previous years. The new forms will simplify the bureau's data collection process and will enhance the ability of ABLE staff to meet critical reporting deadlines by reducing the amount of time required to compile, edit and consolidate the large annual student and staff databases. If filled in **carefully** and **conscientiously**, the new forms will enhance the capability of ABLE to provide more accurate feedback to programs on the extent to which enrollment goals and objectives were met, since problems associated with keypunch errors will be eliminated entirely from the process.

There is no longer any distinction between the color of forms used to report **students** and **staff** for federally funded programs versus state funded programs. As long as the program number is reported correctly in the appropriate space, student enrollments and staff registrations will be attributed to the correct program. Individual students are to be enrolled no more than once in each funded program per fiscal year, and a considerable amount of effort is put forth to monitor this policy for compliance.

A few **explanatory** and **cautionary** instructions must be adhered to closely in order to report data accurately: 1. All staff involved in enrollment reporting should **first read** and **understand** the detailed set of instructions contained in the administration packet mailed to each provider agency; 2. Programs should ensure that copies are provided to field personnel at **satellite locations** in order to provide reasonable assurance the forms will be filled out correctly; 3. Students are not to fill out the forms without close supervision and quality control being provided by program staff.

The program packet mentioned above contained detailed instructions and coding sheets to be used when filling out the student forms. Instructions for filling out staff forms are printed on the **back** of the actual forms as in previous years. Special attention must be paid to the following six point warning printed boldly on the back of both the student and staff forms:

- Use NUMBER 2 PENCIL ONLY; DO NOT USE INK.
- Make no unnecessary stray marks on the forms.
- Fill in circles completely; do not leave gaps in shading.
- Do not mark circles with x's or check marks.
- Erase all incorrect responses and/or stray marks completely.
- DO NOT STAPLE, BEND, FOLD, SPINDLE OR MUTILATE. This applies especially when mailing forms to ABLE.

On the **student form**, after bearing down through all copies to fill in the student's name and address, Copies One and Two should be folded **away** from Copies Three, Four and Five in order to fill in the scanned items. This will avoid carrying the carbon fill-in impressions through to Copy Four. Failure to do so will not adversely affect the scanning of Copies Three and Five, but will make the Copy Four retained for your records difficult to interpret.

The serial numbers at the bottom right of the forms are unique numbers used to identify individual enrollments and staff members. The scanner reads a lithocoated representation of this number and not the number itself. The lithocoated representation is made up of the black squares that appear in shaded area to the left of the number. While the serial number numerals appear visibly on all the copies of both forms, the lithocoated numeric representation exists only on Copies One, Three and Five of the student form, and on Copy One of the staff form. These are the **only** copies that can be submitted for scanning. No changes to the number sequence can be made by pen or pencil, nor will any be interpreted by the scanner. As always, the serial sequence is only good for the current program year. Forms for FY 1992-93 or earlier years cannot be used to enroll students or register staff for the current 1993-94 fiscal year. Similarly, these forms cannot be used next year to report data for FY 1994-95 programs.

ABLE does not maintain control on the spread of serial numbers used by each program, although it does maintain a manual log to track the numerical sequence of forms sent to programs. This simplifies the process by allowing providers to use any valid blank form in any one of their programs. Therefore, it is absolutely essential that all copies of forms submitted for scanning bear the CURRENT YEAR PROGRAM NUMBER in the space provided.

Copy Five of the student form is used for **corrections** and **changes** and is to be submitted only in the event there is updated or corrected information to be reported. Due to space limitations, the carbon impression of the student's name is not carried forward to Copy Five. Therefore, care should be exercised to compare the serial number on Copy Five with that on the retained Copies Two and Four in order to ensure that the updated information being supplied is for the correct person.

In early December 1993, ABLE issued an errata memorandum to all funded programs explaining the procedure to be used when reporting greater than 99 instructional hours for students on Copies Three and Five. Additional copies of this memo are available on request. Another important note is that the test code list included with the instructions packet has been updated this year. Since the coding list has been reworked, the same old numbers **cannot** be used to report pretests and posttests. The new coding sheet must be referred to in order to obtain the correct codes for item 22 on Copies Three and Five.

Additional forms, instructions, coding sheets, and other administrative materials may be obtained by calling Caryn Watson, research section clerk-typist, at (717) 783-4333. Caryn can answer most questions concerning the forms, in addition to handling program, address, and director name changes. I am available to take your questions concerning enrollment and reporting policies, testing and assessment, statistical reporting, or other specifics.

Adults with Special Learning Needs Conference . . . CALL for PRESENTERS

Dr. Richard Cooper, Director of the Center for Alternative Learning in Bryn Mawr and frequent presenter at fall workshops, midwinter conferences and regional staff development center sessions, is seeking prospective presenters for the upcoming 1994 National Conference of the National Association for Adults with Special Learning Needs (NASSLN) which will be held in Philadelphia on September 29, 30 and October 1, 1994.

Dr. Cooper says, "I hope to have a wide array of presenters from Pennsylvania at the Conference and encourage my colleagues to submit presenter proposals as soon as possible. This is the first time this national conference is being held in Pennsylvania and it is a **must** for adult educators."

For more information contact Dr. Cooper at (610) 525-8336.

Another GED Success Story

by Martha Frank, Regional Advisor

May I introduce you to F. STORY MUSGRAVE, M.D., who left high school in the Massachusetts' Berkshires to join the U.S. Marine Corps, did not even get a high school equivalency (GED) diploma until **after** he became a doctor. Dr. Musgrave now has two bachelor's degrees, three master's (the latest in literature was earned in 1987), and a doctorate in medicine. Now, in his spare time, he is studying humanities at the University of Houston's Clear Lake campus.

Dr. Musgrave became a National Aeronautics and Space Agency (NASA) Astronaut in 1967, two years before the first moon walk. He flew on the maiden voyage of the Challenger, helped to design both Skylab and the shuttle spacewalking gear. He made the first spacewalk in 1983, and is a guest on the APT Science Series.

Story helped to ensure **that** the Hubble Space Telescope **would** be spacewalker-friendly **and easy** for orbiting astronauts **to repair**. NASA anticipated that the magnetometers and some of the guidance equipment would need to be replaced every three years. No one, of course, expected that the big lens would be ground incorrectly, or that the craft would develop a wobble.

In December, 1993, at age 58, Dr. Story Musgrave-surgeon, mathematician, computer analyst, former-Marine, pilot, parachutist, scuba diver, with a fondness for soaring-in short an innovative, "can-do" person, proved he could "do it" again. This time, as payload commander of the space shuttle Endeavor, his mission was to help fix the Hubble Space Telescope, correcting its nearsightedness and other problems. In completing his mission, he became the third person in the world to fly in space at least five times; the first person to fly on a space shuttle five times; and the oldest person to take a space walk-or, more accurately, three of them on this mission alone.

Dr. Musgrave, believes that there are life forms in space that are "millions, hundreds of millions of years older than us that are incredibly tuned to things." While acknowledging the improbability of his dream, Story says, "The greatest thing that I could do is to have something come down from out there and go take a space ride with them."

As of this writing, December 9, 1993, all of the planned objectives of this Endeavor flight seem to have been successfully completed; the new camera is in place, the new mirrors and magnetometers installed, and the sails faultlessly deployed. According to the news, it will be several months before all systems have been checked out. For now, though, let us say a hearty WELL DONE!

Ella Morin Named PDE Professional Employee of the Year

The Bureau of Adult Basic and Literacy Education (ABLE) has many talented, dedicated professionals working to help adult educators throughout Pennsylvania do their jobs better providing needed instructional and support services to low literate adults throughout the state.

Ella Morin has been with the Bureau since 1990, is presently serving as adviser for Special Demonstration Projects in the Bureau (she is also coordinating leadership for the Homeless Program), and has been recognized by the Pennsylvania Secretary of Education, Donald Carroll, as "Program Professional Employee of the Year."

Ella Morin, PDE Professional Employee of the Year

Mrs. Morin has an extensive background in education and adult education having taught high school English and reading in Germany which was where she became involved with adult education through her work in the U.S. Army's Basic Skill Education Program.

Immediately prior to joining the ABLE Bureau she was a member of the staff of the Carlisle Opportunities Industrialization Council (OIC) where Ella taught small groups in Adult Basic Education (ABE) and General Educational Development (GED) and also worked as a tutor (One-on-One) and in the workplace literacy program.

Since being hired by the Pennsylvania Department of Education (PDE) she has served in a number of capacities including supervising the ROAD (Real Opportunity for Advancement and Development) and CDL (Commercial Driver's License) programs throughout the state.

Presently, in addition to serving as adviser for Special Projects and as Homeless Education Adviser, Mrs. Morin is supervising the Single Point of Contact (SPOC) programs throughout the state.

Ella's husband is retired from the U.S. military and is employed by the U.S. Army War College in Carlisle. Presently, they are immersed in those activities appropriate to restoring a 200 year old house in Newville. They have two children, a daughter in Germany who is working with the Military Christian Youth Ministry and a son who is attending Jefferson University Medical School.

The day we interviewed her we had the pleasure of visiting the annual Christmas Concert presented by the PDE chorus. Mrs. Morin was featured soloist in two selections.

We are sure we speak for all the **Buzz** readers throughout the state when we extend congratulations to Ella Morin. In the words of the plaque presented to her by Secretary Carroll: "For her exemplary work in special projects in adult education which is characterized by high levels of professionalism and inter-personal skills." Congratulations, Ella!

Western PA Resource Center Article in Missouri Newsletter

*We recently received the latest copy of **Missouri's Literacy Network News** and were pleased to see a reprint of an article from the November, 1993 **Buzz** which was written by **Chris Kemp**, Adult Literacy Resource Specialist at the Western Pennsylvania Center.*

The article was titled "Read Any Good TV Lately?" and dealt with information concerning the use of captioning on television with literacy and ESL students.

In addition to general information concerning the availability of TV captioning, Chris also noted the 353 project dealing with the topic carried out by Central Susquehanna IU #16.

Congratulations, Chris, and thanks for your contributions to the world of knowledge in the Adult Basic and Literacy Education field.

News from the Regional Staff Development Centers

Region #7

Dialogue with Don Lunday

Region 7 was pleased to host Don Lunday, Section Chief of Special Programs and Projects of the Bureau of Adult Basic and Literacy Education, on his visit to the Staff Development Center at Lehigh on December 6. Tri-Valley Literacy board members, program directors and coordinators gathered to hear an update from the Department of Education and to ask questions about issues which impact their programs. A productive channel of communication was opened, which should bring positive interactions with Harrisburg throughout the year.

Tutors, Tutor Trainers and Coordinators – Participants were asked: "What have you read in the past twenty-four hours?" and the list grew rapidly. After establishing the importance of reading, and showing part of the Dreamgivers video, Amy Wilson of the Student Literacy Corps described characteristics of adult learners. In this workshop on December 10, participants learned how to assess learning styles, to identify characteristics of a good reader, and to establish rapport with the student. From this background, Ms. Wilson presented a number of approaches for goalsetting, and teaching reading. The day included a working lunch in which the educators discussed thought-provoking questions. Each participant was provided with a packet of materials to use in tutoring and training sessions.

ESL: New Ideas for the New Year – Come to hear Nonie Bell, experienced coordinator, teacher, tutor, and trainer when she speaks in Reading on Wednesday, January 5, 1994. Nonie has a Masters Degree in Teaching English as a Foreign Language/Intercultural Studies. She will share her expertise in this area with a practical, hands-on presentation filled with techniques and strategies which can be used in the ESL classroom. Please call Joan Breisch at the Literacy Council of Reading/Berks at (215) 372-7876 to register for this event.

Advances in Computer Networking – If you have a modem, or plan to get one soon, take advantage of a special workshop on computer networking which will be held in the Computer Center of Lehigh University on Monday, January 10, 1994. Our Computer Coordinator, Rich Silvius, will explain more about America-on-Line, TESL, LIT, TESL-L and the Applied Linguistics conferences. He will discuss uses of the newly installed Tri-Valley Literacy Staff Development Bulletin Board and show you how to access our current calendar of events. Director, Judith Rance-Roney will discuss use of computers in staff development and using the ASA system to search various data bases. A problem-solving session will be held to address your concerns. Call Tri-Valley at (215) 758-6347 to register for this seminar.

Congratulations to Dr. Judith Rance-Roney – Judy Rance-Roney, Director of ESL at Lehigh University and Director of Tri-Valley Literacy Staff Development Center, has received a Doctoral Degree from Lehigh University's Department of Leadership, Instruction and Training. Region 7 educators are proud to have a leader with this level of expertise. We congratulate Judy on her accomplishments, as we continue to benefit from her experience and her dedication to the field of Adult Literacy.

Region #1

Bootsie Barbour, Coordinator

Region #1 Needs Assessments have been returned. A formal analysis has not been completed but definite trends have been observed. Administrators are concerned about **fund raising, retention** (both of good teachers as well as students), **organizing their programs** more efficiently (dealing with the "mountains of paperwork", delegating and supervising staff) and the effect of **Indicators of Program Quality** on their programs. Full-time and part-time instructors want to know about **computer usage** in the classroom, new information on **teaching GED**, how to deal with **different learning styles** and any fresh teaching hints. Volunteers express an interest in **different approaches to teaching reading** and **motivating the difficult learner.**

Region #1 will address these needs on different levels so that participants will get the most possible out of any training. The response to the Administrative Seminars has been overwhelmingly positive. **Dr. Richard Gacka** presented the December Seminar on Indicators of Program Quality. It was "concise," "clear" and "full of common sense". January's Seminar will be on "Program Management from a Business Point of View" presented by Dr. Chester Wolford, Penn State School of Business. Region #1 Steering Committee Meetings will be held after the Administrator Seminars.

Training sessions have been held throughout the region designed especially for full-time and part-time teachers and those for volunteer tutors. If you are in Region #1 and would like us to organize a training workshop for your program please call us. Bill Doan, who is the Director of Theater at Gannon College, gave a very well received hands-on workshop, "Creativity and the Adult Learner". This workshop will be repeated on January 7 in Erie. A listing of Region #1 trainings are in "It's A Date". Also watch for special mailings and the Region #1 Newsletter.

Our professional resource center has many new videos that can be borrowed. The latest additions are from CareerTrack. They range from Self-Esteem Management to Project Management and Business Writing Skills. These videos have had good reviews, especially when used as part of a teacher inservice or small group meeting.

Don't forget that the Tuition Reimbursement program is in full swing. If you have any questions about tuition reimbursement or any activities, please call Bootsie at (814) 454-4474. We are looking forward to hearing from you.

Region #5

The South-Central Region 5 Staff Development Center which is part of the Tuscarora Intermediate Unit's Adult Education and Job Training Center has moved, along with the IU Center, to what we hope will be permanent quarters in Lewistown. Our new address is MCIDC Plaza, One Belle Avenue, Building #58, Lewistown, PA 17044. Our telephone number remains (717) 248-4942, FAX (717) 248-8610.

The TIU Adult Education and Job Training Center developed a special project to aid in recruitment of adult students. The project uses present students as speakers at various groups and agency meetings.

We have a number of training topics in which we are prepared to present a training session for your staff. These range from Basic Science Instructional Materials to the Oral History Approach to Legal Issues to Family Literacy and many areas in between. Please call us if you are interested.

We hope to see you all at the February 9-11 Adult Education Midwinter Conference and wish you a healthy and prosperous 1994!

Region #9

The staff development plans for Region #9 continue to move forward. To help plan for the various kinds of workshops, the Mayor's Commission on Literacy (MCOL) distributed five different types of needs assessments. They were for: administrative and support staff; intermediate to experienced educators (those with more than three years in the field of adult education); beginning to intermediate educators (those with less than three years in the field of adult education); English as a Second Language educators; and volunteer tutors.

All PDE funded agencies were asked to send representatives to a planning meeting on October 29. The group reviewed the responses to the different surveys. This information (i.e., topics, times, days, locations) will be used to design the customized workshops which will address the needs of the five distinct areas of expertise within adult education programs. Please note that each series will be designed for the particular area of expertise but that does not exclude any individual who wishes to attend. Listed below are the favored times, days, lengths and the top five or six topics for each type of survey. All locations chosen were Center City.

Beginning teacher - 15 responses from 13 agencies: topics - critical thinking skills, collaborative learning, gauging learner progress/self assessment, multilevel classes, multicultural issues, selecting materials, assessment and testing; length - half day; times - morning and afternoon; days - Wednesday and Saturday.

Experienced teacher -26 responses from 18 agencies: topics - critical thinking skills, multilevel classes, collaborative learning, assessment and testing, "hot" topics; length - half day; times - morning; days - Friday.

Tutors - 19 responses from 14 agencies: topics - reading comprehension, selecting materials/planning a tutoring session, goal setting, spelling and writing, identification of learning disabilities; length - half day; times - morning; days - Friday.

ESL Teacher - 13 responses from 10 agencies: topics - speaking skills, reading skills, listening skills, writing skills, multilevel classes, life skills; length - half day; times - morning; days - Saturday.

Administrative and Support Staff - 44 responses from 25 agencies: topics - funding, quality indicators, team building, staff conflict resolution, computer/office technology; length - half day; times - morning; days - Friday.

One workshop has been scheduled for the administrative and support staff series. Please mark January 7 on your calendar for a working session on the topic of "quality indicators". Sondra Stein from the National Institute for Literacy will be the facilitator.

If you know of someone who would be appropriate as a presenter on any of the topics or wants to assist in the planning for these workshops please call Diane Inverso.

The MCOL also has a number of other staff development opportunities occurring this year. Action research activities in the form of a mentoring program will give participants the opportunity to investigate relationships between practitioner inquiry and staff development. Alisa Belzer from the University of Pennsylvania will facilitate five mentors and ten "mentees".

Tuition reimbursement provides for professional growth and independent study for staff members of PDE funded programs who attended classes that are pertinent to their job. Each PDE funded agency has received the forms.

The technical assistance activities allows for customized staff development of former 353 Project activities. This support takes the form of mini grants for teachers who need special educational materials to adapt/adopt the former 353 Projects for inclusion in their own classes. Each PDE funded agency has received the forms.

All of these activities will be evaluated for a final report by Dr. Eugene Kray, West Chester University. The data that Dr. Kray accumulates will help the MCOL make plans for the 1994-95 staff development in Region #9.

Twenty-five Staff Development Workshops and 12 Tutor Trainings will be held between January 7 and June, 1994. For specific dates, call us. More information will follow as the year progresses.

Last year the MCOL put together briefing papers for eight of the Region #9 staff development workshops. These papers are now available as long as the supply lasts. To receive copies of the papers contact the MCOL at 875-6602. The topics are: Assessment and Testing; Family Literacy; Grammar Instruction; Integrating Writing with Reading; Learning Differences; Literacy and Health Issues; Multicultural Instruction; Recruitment and Retention.

Many agencies and teachers/tutors have expressed an interest in learning how to set up and run a collaborative learning group. In response to that interest the MCOL has been working with three local adult literacy practitioners (Richard Drucker, Jean Fleschute and Peggy McGuire) in designing and offering collaborative learning group training. In the fall two 12-hour trainings were offered with a draft copy of a collaborative learning group manual.

The MCOL plans to incorporate this training into the menu of trainings that are being developed. Two more trainings will be offered in the early spring at the MCOL offices.

A mentoring program will be available to six individuals who plan on starting a collaborative learning group and would like to receive added support. For more information about group trainings contact Diane Inverso at 875-6602.

During the months of January and February there will be a display of the newest materials available from Heinle and Heinle Publishers.

Region 3

Lackawanna Junior College: Director: Joyce Kerrick; Coordinator: M. Jane Douaihy; Technical Assistant: Rebekah Flanagan.

Happy New Year! I'm sure all of the programs in Region 3 are busy providing excellent educational services to our students.

A workshop on Assessment was held in Scranton on December 10, 1993. Jack Truschel and Joyce Kerrick facilitated discussions on what assessments are being used in our programs, what kind of information we need from an assessment tool, and what suggestions adult educators want to see implemented. This workshop was tele-taught to the Towanda Center of LGC for representatives of the Bradford-Wyoming Literacy Program.

Workshops are scheduled for January on **Quality Indicators** and the new **grant proposal format.** These workshops are interactive and geared to beginning the proposal writing process. The person who writes the grants for your program should attend as well as several other people who can provide input to the grant writer.

The first workshop is scheduled for January 10, 1994 from 9:30-11:30 a.m. at the Bradford County Library. The second is set for January 12, 1994 at Lackawanna Junior College (LJC) from 6-8 p.m.

A workshop is also scheduled for Luzerne County and Wayne County. Dates and places will be set later.

You may attend any of these at your convenience. Please call 961-7834 (Scranton) or 265-3449 (Towanda) to confirm. Our office has moved to the 3rd floor at LJC during the holidays. If you are coming to visit please call to confirm the new location and that someone will be around to say "hi!". Our phone number has **not** changed – 961-7834. We have installed an answering machine.

We wish all the programs in Region 3 a happy and prosperous 1994. We hope to see everyone at the PAACE Mid-Winter Conference at Hershey February 9-11.

BEST COPY AVAILABLE

PENN-OHIO CONFERENCE

by Bootsie Barbour, Conference Coordinator, Coordinator, Regional Staff Development Center #1

More than 125 adult educators from Pennsylvania and Ohio met at the Sheraton in Mars, Pennsylvania for the Ninth Annual Penn-Ohio Conference, November 19 and 20, 1993.

Dave Speights, Editor of the "Report on Literacy Programs", was Friday's keynote speaker. Mr. Speights presented a fascinating Washington viewpoint of the National Literacy Act and the National Institute for Literacy. He also gave conference participants insight into the legislation, funding, agencies, and resources involved in adult literacy. For those who want to keep up on the latest developments in adult literacy on a national level, this presentation was very valuable. Participants learned that, despite last-minute delays for negotiation, Andy Hartman, education aide to Rep. William Goodling (R-Pa) will assume duties as the first permanent Director of the National Institute. His Deputy Director will be Caroline Staley, a Clinton candidate.

Following Mr. Speight's address he joined a panel to answer questions from the audience. Other members of the panel were Dr. Richard Gacka, Donald Block, Donald Lunday, and Helen Jane Wilson.

Friday's Dinner Speaker was Don Lunday, Section Chief of Special Programs, ABLE Bureau. Those who had not met Mr. Lunday had a chance to do so after dinner and at the evening festivities.

The traditional Hospitality Suite was sponsored by Steck-Vaughn Publishing Company. Representative Frank Hartel was seen helping with the beverages. Mary Gall and Patty Gall from the Northwest Tri-County I.U. #5 were responsible for helping organize what was a fun evening.

The Saturday Carousels are always very well attended. A popular carousel was Dr. Richard Gacka's - "Indicators of Program Quality". Another well attended presentation was Pam Lasher's - "Isn't There Another Way? . . . Alternate Algorithms for the Basic Operations". Presentations were made by Winnie Clount of the Wonderlic Personnel Test, Inc.; Chris Kemp, WPALRC; Chuck Holbrook, PDE; Ellen McDevitt, South Hills Literacy Improvement Center; Mary Lindquist and Marcia Anderson about "Models of Volunteer Tutor Training Programs"; and Sue Tackett - "Marketing The Easy Way." These were just a few of the informative carousels people could choose to attend.

There was a very nice book vendor display with some familiar faces as well as some new ones. Participating companies were" Contemporary Books, Curriculum Associates, Educators Publishing Service, Fearon-Jamestown, Glencoe McGraw, Passages, SRA, Steck-Vaughn, Wonderlic Personnel Test.

Next year's Penn-Ohio #10 is scheduled for the 3rd week in November at the Avalon Inn, Ohio. Hope to see you there!

It's A Date!

Remember: Contact your regional staff development center for more information about center-sponsored events. For the name and address of your regional center, see the September issue of "What's the Buzz?".

JANUARY 1994: HAPPY NEW YEAR

5: **Region 7** ESL Workshop; Reading, PA. Register at (215) 372-7876. Speaker **Nonie Bell.**

7: **Region 9** Quality Indicators Workshop; 9 a.m. - 3 p.m. District Council 1199 C, 1319 Locust St., Philadelphia.*

7: Deadline for submitting Mid-Winter Conference sponsorship request to **Region 2.** Call **Gail Leightley** (814) 359-3069.

7: **Region 1** workshop; Creativity in Teaching; Avalon Inn, Erie.

8: **Region 1** Adult Education/Teacher Training Workshop; Erie.

10: **Region 3** workshop; Advances in Computer Networking; Lehigh University Computer Center; Register at (215) 758-6347.

10: **Region 7** Advisory Board meeting; 10 a.m. - 12 noon. (215) 758-6347. Lehigh University Computer Center.

11: PAACE Board meeting; **Joan Leopold's.**

11: **Region 2** Workshop; Tutor Training for New Recruits; Williamsport Library, 19 East 4th St.; call Linda Herr (717) 326-0536.

12: **Region 9** Workshop; Gauging Learning Progress; 8:45 a.m. - noon; * - denotes location at District Council 1199 C.

12: **Region 9** Staff Development Tutor Training; 5:30-8:30 p.m.

13: **Region 2** workshop; Indicators of Program Quality; **Dr. Margaret Shaw,** presenter; 9:30 a.m. - 3:30 p.m. at Centre County Vo-Tech, Pleasant Gap. Call (814) 359-3069.

14: **Region 9** workshop; Planning a Successful Tutoring Session; 8:45 a.m. - noon.*

14: Deadline for submitting Practitioner Action Research proposals to **Gail Leightley (Region 2)** 814-359-3069.

14: **Region 1** Administrative Workshop; Edinboro Inn.

15: **Region 2** workshop; Tutor Training for New Recruits; Williamsport Library; 19 E. 4th St. Call (717) 326-0536.

15: **Region 1** GED workshop; Franklin.

17: **Region 2** workshop; The Teacher/Student Connection: Matching Teaching Styles to Learning Styles" at SCI Muncy for staff at SCI Coal Twp. and Muncy.

19: **Region 9** Staff Development Tutor Training; 5:30 - 8:30 p.m.

20-22: Educational Computer Conferences 12th Annual National Conference; San Francisco; Theme: Technology, Reading & Learning Difficulties. Contact **Diane Frost** (800) 255-2218.

21: **Region 9** workshop; Multilevel classes; Collaborative Learning; 8:45 a.m. - 12 noon *

22: **Region 9** workshop; Multilevel ESL classes; 9:30 a.m. - 12:30 p.m. *

26: **Region 9** Staff Development Tutor Training; 5:30 - 8:30 p.m.

29: **Region 9** Literacy Leadership 2000 Site Coordinator Training; 9 a.m. - 1 p.m.

31: **Region 9** Literacy Leadership 2000 Site Coordinator Training; 5:30 - 8:30 p.m.

FEBRUARY 1994

2: **Region 9** Literacy Leadership 2000 Site Coordinator Training; 5:30 - 8:30 p.m.

4: **Region 9** workshop; Critical Thinking skills; 8:45 a.m. - 12 noon *

4-6: **3rd North American** Adult and Adolescent Literacy Conference: sponsored by the International Reading Association (IRA); Washington, DC. Contact IRA, 800 Barksdale Road, Box 8139, Newark, DE 19714.

5: **Region 9** workshop; Teaching Life Skills in an ESL Class; 9:30 a.m. - 12:30 noon *

9: **Region 9** Tutor Training; 1:30 - 4:30 p.m.

9: **Region 9** Gateway Training; 5:30 - 8:30 p.m.

9: **Region 9** ESL Tutor Training; 6 - 9 p.m.

9-11: **Adult Education Midwinter Conference, Hershey.** Theme: Unity through Diversity. Contact the Pennsylvania Association for Adult Continuing Education (PAACE), Box 3796, Harrisburg, PA 17105.

10: PAACE Board meeting; Hershey.

16: **Region 9** tutor training; 1:30 - 4:30 p.m.

16: **Region 9** Gateway training; 5:30 - 8:30 p.m.

16: **Region 9** ESL tutor training; 6 -9 p.m.

16-18: 1994 Annual Conference on Lifelong Learning; Theme: "Re-educating America: Technology and Higher Education"; San Diego. Contact: National University Research Institute (619) 563-7144.

19: **Region 9** GED training; 9:30 a.m. - 12:30 p.m. Session 2: 1:00 - 4:00 p.m.

23: **Region 9** tutor training; 1:30 - 4:30 p.m.

23: **Region 9** Gateway training; 5:30 - 8:30 p.m.

23: **Region 9** ESL tutor training; 6 - 9 p.m.

24: Teleconference: "How Schools and Colleges Collaborate to Improve Learning"; 1 p.m. to 4 p.m. Call 1-800-257-2578.

25: **Region 9** workshop; Hot topics for the experienced teacher; 8:45 a.m. - 12 noon *

26: **Region 1** workshop; Creativity in Teaching. New Castle.

"*What's the Buzz?*" is Public Domain

We have had a number of calls from literacy councils which are printing newsletters for their tutors, boards and, in some cases, residents of their areas. The local newsletter editors are requesting permission to reprint articles which appeared in "What's the Buzz?" and we grant this permission gladly.

We are flattered these newsletters reprint our information about adult basic and literacy education in Pennsylvania and ask only that you note the source as "What's the Buzz?".

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Pennsylvania's Adult Basic and Literacy Education Dissemination Newsletter

Tell Us What's Happening In Pennsylvania | Literacy | E.S.L. English As A Second Language | **What's The BUZZ?** | General Educational Development | A.B.E. Adult Basic Education | BE ALL YOU CAN BE — ADULT EDUCATION IS THE KEY

VOLUME 13, NUMBER 6 FEBRUARY, 1994

A Section 353 Dissemination Report . . .

"I Only Fear What I Can Not See" The Visually Impaired and Adult Education Handbook

"The Visually Handicapped share the same needs as adult students with normal vision; they will seek help from the same adult education programs."

With this introductory sentence and in the Section 353 project report in which it appears Project Director **Dr. Linda V. McCrossan** of the **Adult Literacy Center** of the Lehigh Valley in Allentown sets the scene for adult education programs in Pennsylvania to learn from the project how to meet the needs of the visually handicapped with minimum disruption to their established programs.

Although they desire to offer the same instructional and support services to the visually handicapped as to other adult students, most adult educators lack the training and experience necessary to identify and meet the specific needs of the visually handicapped and their programs lack the finances required to adapt the existing program to accommodate these special needs.

The handbook is divided into 2 parts and an appendix: Part I helps to bring adult educators up to speed as to the current legislation affecting adult education providers working with Americans with Disabilities and offers the adult educator some information concerning visually handicapped adults who may seek out local programs. Part I also lists terminology describing various visual characteristics (acuity, functional vision, residual vision, visual field, etc.) and gives the adult educator an overview of eye conditions which result in visual loss.

Part II of the report explains how the

(Cont. on page 3)

IN THIS ISSUE . . .

The *Marketplace* Reviews Publications in Workforce Literacy, E.S.L., Family Literacy and Multiculturalism.
Mary Gail and Teaching GED Math for Non-Math Teachers.
Section 353 Guidelines/Producers Revised: No pre-app.
Results of the *Buzz* Reader Survey
and lots of Adult Education reading for a cold night!

OUR ADULT EDUCATION MIDWINTER CONFERENCE ISSUE

For those adult educators who are reading this edition of "What's the Buzz?" during The 29th Annual Adult Education Midwinter Conference in Hershey we say "Welcome" and we know your experience during the next few days will be one of personal and professional gratification and enlightenment. For those who are reading this before the February 9-11 Conference, we hope you will join your hundreds of colleagues who will be enjoying 3 days of presentations, workshops, discussions and comradarie.

For those who are reading this issue of **The Buzz** after the conference and were unable to attend: We'll see you at the 30th!

At 1992 Conference Pennsylvania First Lady Ellen Casey presents roses to an Adult Basic Education Success Student.

What's New In the Marketplace

Workforce Literacy: A computer program"A Day in the Life . . . " was developed by the **Institute for the Study of Adult Literacy** at Penn State and is published/marketed by **Curriculum Associates** (contact Stephanie Van Gundy (800) 225-0248). Basic skills in reading, writing, measurement and numerical skills are taught along with life skills, critical-thinking and problem-solving via real-life job tasks in five job modules (Food Services, Retail, Health, Clerical and Maintenance). Each module is $199.95, but Module I (essential files, user guide, learner data disk) is required with any of the 5 job modules. The complete set is $999.99 and site licensing is available.

The program is billed as "self-paced" and designed to be used by adults with a minimal amount of assistance from instructors. "A Day in the Life . . . " is a unique approach to adult learning and would seem to be especially relevant and appropriate to job-oriented instructional programs (with sufficient budget).

Contemporary Books (sales rep is **Myron Hallock** (800) 397-2556) has two new books out which are also geared toward the job preparation program. "Essential Skills for the Workplace" is available in two volumes--Obtaining Information and Using Resources and Using Forms and Documents--which, although not job specific deal with skills inherent to most occupational training. Essentially these are workbooks with job-oriented tasks (using the telephone in the office, computing sales tax, shipping and receiving documents, etc.) and we do not see them as being used in group instruction, but rather with individual students who show a grasp of the basic skills and who need supplemental instruction which they can pursue with minimal assistance from the instructor.

ESL English as a Second Language has broadened its instructional approach and responsibilities to learners over the past few years. As a result we are seeing more materials which are specifically geared to the needs of ESL students.

Unemployment: A New World Order is a thematic ESL lesson book for low-level classes which deals with the more traditional job/life skills (communities, unions, workplaces, etc.) and also relates many of the reading and writing exercises in the book to the very real problems of immigration and unemployment in terms of professional and personal identities and experiences of adult ESL students. An audio cassette is included for the $25 purchase price from **Consortium for Worker Education,** 275 7th Avenue, 18th floor, New York, NY 10011; attn: Angela Rojas (212-647-1900).

New Readers Press has a new publication "Lifeprints" which is designed to help ESL adults develop language skills and cultural understanding they can use in managing their daily lives in the United States. The book is designed for use in large and small groups and in one-to-one instruction with a Teacher's Edition providing excellent orientation to ESL instruction along with extensive supplemental activities. We know many literacy programs rely upon minimally-trained tutors in ESL and the Teacher's Edition for "Lifeprints" should provide some first-class assistance.

Family Literacy: We had the pleasure of participating in a panel at the NE region Literacy Conference in June with author Pamela Weinberg whose "Your Home is a Learning Place" has just been published by **New Readers Press** (800-448-8878). The book is designed for use by parents to teach children basic skills at home through reading, writing and math activities which are on three levels of difficulty. The activities center around at-home activities (making out a shopping list, copying a name and telephone number, etc.) and using at-home materials (a calendar, a measuring spoon, a plant, etc.). The author makes an excellent suggestion of use of "Your Home is a Learning Place" by at-home care givers as well as parents.

More and more Pennsylvania adult educators are having their books published and we are always pleased to see the successful efforts of authors such as Ms. Weinberg.

We recently received some intriguing information from **Steck-Vaughn** (PA sales reps may be reached at 1-800-531-5015) concerning three pre-packaged curricula in family literacy consisting of published materials selected by Steck-Vaughn and offered at a package price for programs wanted to set up a materials center in Family Literacy.

There are 3 different packages available and all are expensive, but contain lots of books. "Set Up A Family-Centered Reading Collection for the Parent and the Child!" costs $1,708.94 and contains over 200 books and cassette tapes ranging from "Ready-Set-Read" through "The Highgate Collection" through "Folk Tales Around the World" and many topics in-between.

The other two packaged curricula, "Literacy Curriculum for the Parent" and "Literacy Curriculum for the Child" are $5,251.45 and $1,860.23, respectively, and as with the first package offer a wide variety of family literacy materials. We would imagine most established Family Literacy programs have a number of these materials available, but a new program might investigate this "pre-packaged" approach as the best way to cover all the bases in selecting materials.

Finally, in this Family Literacy materials review we must mention a brochure we picked up at a conference recently which relates to **Kidsnet**. It is put out by a non-profit organization in Washington, DC (PO Box 56642, zip-20011) and this particular brochure suggests ways in which TV and video can serve as a companion to reading by encouraging family literacy and bringing books to life. Parent-created "listening logs", writing reviews and researching favorite shows with preparation of a scrapbook, writing letters to favorite TV personalities, using flashcards for younger children, etc. are all activities suggested to help parents use the good parts of television viewing. Kidsnet also has a number of other family literacy publications ("Families Learning Together," "Family Viewing: an NEA Guide to Watching TV with your Children", etc.

Multiculturalism: This is the first time we have reviewed published materials dealing with multiculturalism in adult education, not because the topic is uninteresting, but because, with some notable exceptions, most publishers left the problem of dealing with varying cultural backgrounds among adult learners as something the instructors could deal with and which did not have enough of a broad-based demand to warrant the publication of multicultural materials (one exception we are familiar with is the stories contained in the PLAN family literacy kit).

Educational Design, Inc. (EDI) has a 4-volume set of books as their "Multicultural Reading Series" which is designed to provide students with high-interest, low-readability level reading selections about events and people from different traditions and to help develop skills in major critical reading areas.

Each book has a mix of biographies, historical essays and fiction about such varied persons as sculptor Isamu Noguchi, Jaime Escalente, Reggie Jackson and dealing with cultural awareness stories such as a Korean short story, Mohawk ironworkers, rap music, etc.

We are sure some "Multicultural purists" will suggest EDI should have stressed more the cultural emotions and unique characteristcs of various cultural groups rather than dealing with well-known, sig-

(Cont. on Page 3)

Marketplace, Cont.

nificant persons from various cultural backgrounds. We must remember, however, the importance of developing basic reading skills as primary to our instructional efforts. The stories in this reading series are interesting and well-told.

EDI's sales rep is Len Keller (215-752-2705).

I Wanna Be The Kinda Father My Mother Was is the intriguing title of a new collection of poems by Omanii Abdullah from **New Readers Press** (800-448-8878) in which the author attempts to counterbalance some of the negative stereotyping of black males. It is a small, think paperback with poems dealing with black males, black pride, relationships and love. As such, it is profound at times and not easily interpreted/understood by adult learners just beginning to develop critical thinking skills. Lots of good discussion meat here.

Famous Women starts with Anne Frank, goes through Rosa Parks, Eleanor Roosevelt and Georgia O'Keeffe with some stops between to tell short stories of significant women and their significiant accomplishments. We are noting it under our "Multicultural" section because it, just as do books with stories about the accomplishments of persons from different ethnic, religious, racial, etc. backgrounds, tells of "the inner strength found to wage personal and public battles."

The book is part of a series published by **Essential Learning Products**, PO Box 2607, Columbus, Ohio 43216-2607.

Parents' Education Level Affects Children's Reading Level

We're sure it's more than a direct causal-effect relationship, but the A.L.L. Points Bulletin put out by the U.S. Division of Adult Education and Literacy makes the point that in the National Adult Literacy Survey adults with a high school diploma: 1. had an average prose score of 255 if their parents completed 0-8 years of education; 2. had an average score of 267 if their parents completed high school but did not receive a diploma; 3. had a score of 275 if their parents were high school graduates; 4. had an average score of 286 if their parents earned a four-year degree. It would seem family literacy programs which focus on parents and children simultaneously provide both adult basic skills training, early childhood education and, insofar as parental education level is concerned, a provable impact on the lessening of illiteracy in the next generation.

The A.L.L. Bulletin is free from the Division of Adult Education and Literacy, Office of Vocational and Adult Education, U.S. Department of Education, Washington DC 20202-7240 (202) 205-8959.

Dissemination Report, Cont.

visually handicapped adult with usable vision can be served in the existing adult education programs. These include: 1. adaptation which can easily be made to teaching materials and methods to accommodate the student's vision loss; 2. which assessment materials can be used to determine the needs of the visually impaired students aware of their handicap; and 3. increase the teacher's ability to detect possible vision problems in other students.

Such inexpensive accommodations as using yellow chalk, a felt-tip marker instead of a pencil, non-glare room light, etc. will all be considered by an instructor wishing to improve visual conditions for all students.

The Handbook continues with some information concerning visual handicaps which instructors can use to discuss the student's life skills problems with the teacher or counselor.

We feel this report is worth reading by every adult educator-not only to possibly identify visual problems of which they might not be aware, but to deal with these problems realistically with a minimum amount of program interpretation.

As with every Section 353 Special Demonstration Project, the final report of "I Only Fear What I Can Not See" is available on a free loan basis from the Western Pennsylvania or Harrisburg Adult Literacy Resource Centers (800-992-2283 and 800-446-5607 respectively). Ask for AE 3025-940, project #99-3026 for 1992-93.

Technology and ESL

We recently became aware of a number of new products and developments relating to the use of technology in English as a Second Language (ESL) instruction. The September, 1993 issue of **NCBE Forum**, the newsletter of the National Clearinghouse for Bilingual Education, notes that Apple Computer, Inc. is producing a series of videotapes to introduce educators to the world of education technology. The videotapes are designed to familiarize educators with instructional software and to provide strategies for incorporating technology into the classroom.

Software featured in the videos includes programs developed by Apple and other software developers.

For more information contact Apple Computer, Inc; 20525 Mariani Avenue, Cupertino, CA 95024

Other ESL Technology Aids

TESLOL CALL (Computer Assisted Language Learning Interest Section) 1600 Cameron Suite, Suite 300, Alexandria, VA 22314 has an interest section software list, an annotated list of language learning software.

The list features hardware requirements and the specific language skill each program is designed to build.

Section 353 Guidelines/ Procedures Revised

According to Don Lunday, Bureau of Adult Basic and Literacy Education (A.B.L.E.) Supervisor for Special Projects, the Guidelines and Procedures for Section 353 projects are undergoing a review and revision for 1993-94.

One of the biggest changes will be the elimination of the pre-application. In its place persons wishing to develop a special demonstration or staff development project will send a "Letter of Intent" to the Bureau and, on the basis of this letter they will be invited to submit a full proposal which will probably be due near the end of March.

Because of the ongoing revision process dates and deadlines are not available at this time, but it is hoped notification of the revisions will be available sometime in early February. As soon as other dates become available we will publish them in our "It's a Date!" section.

COABE Seeks Nominees for Awards

The Commission on Adult Basic Education (COABE) has released information and nomination forms for five awards given by the Commission in the field of Adult Basic Education.

Award winners will be honored at the COABE Conference in Phoenix on June 1, 1994 and include the following areas: 1. Outstanding Teacher of the Year; 2. ABE Administrator of the Year; 3. Partner in Adult Learning Services (to someone not employed in adult education who has made a significant contribution to adult basic and/or literacy education as a community leader); 4. An award to an individual who has a distinguished record of promoting literacy on the national or international level; and 5. Outstanding ABE/GED Adult Learner Award.

Nominations must be made on forms available from COABE (they are extensive, 7 pages) and must be received by the Committee no later than Monday, April 4, 1994. For nomination forms and/or additional information contact: William L. Ingwersen, Awards Chair, Peoria Adult Continuing Education Center, 839 Moss Avenue, Peoria, IL 61606 (309) 672-6704.

Pennsylvania has had its share of COABE award winners in the past. Give some serious thought to helping recognize individual accomplishments in our profession.

Teaching GED Math for Non-math Teachers

The fall workshop with this title was developed and presented by Mary Gall, an adult educator with the Northwest IU #5 program based in Edinboro. Although the workshop was presented in 1991, both Ms. Gall and ***The Buzz*** *have had a number of requests for information contained in the presentation. Because of space limitations we have excerpted from Ms. Gall's complete presentation which includes information from the General Educational Development Testing Service (GEDTS), 14 pages of mathematical exercises, numerous examples and a bibliography. Mary Gall may be reached at the Northwest Tri-County Intermediate Unit, 252 Waterford Street, Edinboro, PA 16412 (814)734-5610.*

Problem Solving: Problem-solving is the single most important and challenging basic skill in mathematics. Problem-solving strategies provide a flexibility that is needed for the students to be better problem-solvers. Teachers should be careful therefore, not to view strategies as rigidly as algorithms, and not to teach strategies as absolute techniques to be followed exactly each time they are used. Strategies should allow students to experiment, discover, and explore a variety of ways to solve a given problem.

Special Learning Needs are encountered in a wide range in most adult education classrooms. The reasons for the learning needs will vary widely and mathematical instruction must include provisions for different language groups, ability levels, and learning styles.

Confidence is the key word in teaching mathematics for the GED test. Many students come to GED classes with little or no math confidence. Teachers can show the students alternate methods and lead them to the use of the skills that they already possess. Early success will produce students who are more receptive and confident when they encounter the mathematics sections of the test.

Adult students who have been taught the alternative methods to problem solving which are outlined in this presentation are many times eager to reason through a problem before attempting to solve for the answer. We must also be able to assist the student to realize the correlation between educational tasks and the use of the skills involved in these tasks with real life in the workplace.

EXAMPLE 2: In a right triangle, find the length of the hypotenuse if the lengths of the legs are 9 and 12 inches.

(1) **11** (2) **12** (3) **15** (4) **17** (5) **18**

The above statements are the same except the answer is not as obvious. **AC<21** and **AC>12**, but now we are left with choices of 15, 17, and 18. We have narrowed the odds of *guessing* the right answer to 1:3. What is the way to solve this problem?

A long time ago, a Greek mathematician made an interesting observation. If you multiply the length of one side of a right triangle by itself(square the length of the side) and add it to the length of the other side multiplied by itself(square the length of the side), you will arrive at a number that is the hypotenuse multiplied by itself (the hypotenuse squared).

9x9=81 12x12=144 81+144=225

What number multiplied by itself is 225? (What is the square root of 225?) Using the answers in the above problem, it must be 15, 17 or 18.

15x15=225 17x17=289 18x18=324

Again, the answer is 15. The process used in this calculation is the Pythagorean Theorem which states that the sum of the squares of the sides of a right triangle is equal to the square of the hypotenuse.

$$a^2 + b^2 = c^2$$

$$9^2 + 12^2 = 15^2$$

When given the lengths of the legs of a right triangle, you **add** the squares of the sides and take the square root of that sum to find the length of the hypotenuse.

We **added** to find the longest that the hypotenuse could be, and we **added** the sums of the squares in the Pythagorean Theorem.

When given the lengths of the legs of a right triangle and asked to find the hypotenuse--**THINK ADD.**

66

Goodwill Industries of Pittsburgh Awarded Prestigious Barbara Bush Foundation Grant

Goodwill Industries of Pittsburgh's Goodwill Literacy Initiative (GLI) was awarded an $8,000 grant from the Barbara Bush Foundation to fund the on-going development of FAMILY LITERACY IN BRIDGE HOUSING. Goodwill Industries of Pittsburgh was one of twelve grant recipients chosen from among **500** applications nationwide.

Goodwill Literacy Initiative offers comprehensive literacy services to several diverse adult student groups including: general adult basic education classes with computer assisted instruction, adult basic education for institutionalized adults residing in the Allegheny County Jail and in substance abuse treatment centers, basic education classes for learning disabled adults, family literacy programming for Allegheny County HeadStart families and workplace education for two local hospitals. "This money will enable GLI to ensure stability in a program well designed to continue its efforts to fight illiteracy", said Judith Aaronson, Director of Educational Training for the program.

Aaronson adds, "Even though the Bush administration is no longer in office, this grant is a prestigious award to GLI."

The FAMILY LITERACY IN BRIDGE HOUSING program will serve homeless mothers residing in four transitional/bridge housing sites and one women's shelter in Allegheny County. The overall purpose of this project is to increase the amount of time that homeless mothers living in transitional housing spend in independent reading activities with their child(ren) thereby enhancing the emergent literacy skills in the children and improving their own reading and critical thinking skills.

Other GLI staff members working on the project are **Rochelle Glauz** who has supervised GLI Family Literacy programs for the past two years and who helped develop the **Bridge Housing** program and **Penny Lang** who is an instructor in the program. Ms. Lang is completing her Master's Degree work at the Indiana University of Pennsylvania Adult Education Program.

Editor's Note: When we spoke with Judith Aaronson about this award she told us the roots of the project began 3 years ago when she participated in a Section 353 project which trained Family Literacy trainers using the PLAN Laying the Foundations kit of materials. The Training project, carried out by Adult Education Linkage Services of Troy, PA, trained 8 Family Literacy Trainers, including Ms. Aaronson, to start programs in their communities. "Plant the seed and it will bear fruit."

BEST COPY AVAILABLE

Regional Staff Development News

REGION 2

Project STAR

Edie Gordon, Director

Gail Leightley, Coordinator

(814) 359-3069

Get a Star for the PAACE Meeting

The passionate pink and gregarious green ones are the most popular, so if you want one of these, be sure to pick it up as soon as you arrive! Pick up what? A star, of course.

Staff and volunteers from Region Two who attend the PAACE Mid-Winter Conference, earn "stars" to be put on their certificates of appreciation. To get yours, look for the fluorescent yellow/green STAR box on or near the registration table. Please sign the sheet, so we can record your attendance. This will bring you one step closer to being acknowledged as an "A.B.L.E. Super Star."

Tuition Money Still Available

Project STAR has six $600 awards left for tuition reimbursement. If you are employed full or part-time under a "322" or "143" grant, you qualify for reimbursement for ABLE-related college courses. The course must be completed by June 30, 1994, so call Project STAR now for an application form.

Library Resources Available

Project STAR has purchased some books for its newly formed library. Directors and administrators may wish to borrow these "Indicators" books from Jossey-Bass Publishers: The **Race Without A Finish Line: America's Quest for Total Quality and TQ Manager: A Practical Guide for Managing in a Total Quality Organization,** both by Warren H. Schmidt and Jerome P. Finnigan; and (from the Peter F. Drucker Foundation for Nonprofit Management) **How to Assess Your Nonprofit Organization, User's Guide** and **10 Participant Workbooks for Boards, Staff, Volunteers & Facilitators.**

For ESL instructors, we have available for long-term loan, copies of **ELM, English Language Matrix; An Integrated Language** and **Life Skill Competency Based Curriculum** and **ELM Branches Out! A Language and Life Skills Competency Based Curriculum Integrated with MELT Competencies.** Both are 353 Projects developed by Eleanora S. Bell and Twila S. Evans.

Basic reading instructors can borrow the VCR Video Connected Reading Series: **Visualization in Reading** from Educational Activities, Inc. We have both the "Beginning" and "Intermediate" sets, which each include a good quality video of guided instruction for the student, a Teacher's Guide and a Student's Workbook.

Project STAR may be able to purchase some of the resources you recommend, and we'd love to hear from you about possible good additions to our library.

Tips for Teachers

To help you experience what it's really like to be a learning differences person, try these experiential learning techniques. 1. For an approximation of the dyslexic's view of the world, put a piece of paper on a table in front of a mirror. Stand a big book or cereal box between you and the paper/mirror. Now, looking into the mirror, try to write something . . . 2. To get a feel for what it's like to be a new reader/writer, first think about how you would complete this sentence: "I like to teach adult learners because_____." Now, use your non-writing hand to print your complete sentence.

REGION 6

by Paula Smith, Coordinator

(717) 232-0568

Region 6 is off and running with a Winter-Spring schedule that is beginning to fill up with lots of activity! Our first workshop of the year was held in December on Quality Program Indicators. "Outstanding . . . makes sense . . . understand how quality indicators should be incorporated into program . . . " These were a few comments made concerning the workshop. Our second workshop on Tests of Applied Literacy Skills (TALS) Training and SuccessMaker Software will be history by the time **What's the Buzz** is published. There are several workshops in the planning stages on such issues as student/teacher retention, integrating critical and problem-solving techniques in teaching, and stress and time management for program managers. Look in **It's a Date** for information on our "Teaching Techniques for Learning Disabled Adults" and information on the upcoming advisory board meeting.

Also on the agenda is the development of a booklet of video and written materials available for loan through the Region 6 office. The program has acquired a number of videos on a variety of topics and is anxious to get the material organized and out to all our program directors. Discussions are on-going with Penn State-Harrisburg faculty regarding Teacher Action Research projects. Guidelines for Teacher Action Research are available at the Region 6 office.

If you are in Region 6 (Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry, and York counties) and **are not** on the Region 6 mailing list, please call (717) 232-0568 or fax (717) 234-7142 your name and address, and it will be added immediately.

Until next time--may the snow be gone and the crocus be blooming! See you at Mid-Winter Conference in Hershey!

REGION 8

Judith Bradley, Director; Kathy J. Kline, Coordinator; Belinda Desher, Newsletter Editor

Phone: (610) 971-8518

Fax: (610) 971-8522

The Region 8 Center has started the New Year in full swing with a new area code and a renewed dedication to serving our programs' staff. We welcome our new programs: Catholic Social Services; Bucks County Community College; Upper Bucks County AVTS; and Delaware Valley SD.

The Center staff is scheduling several new and interesting workshops and opportunities for Teacher Action Research. The ESL Sharing Day was a success. Practitioners from throughout Region 8 shared curriculum, assessment information, problems and successes.

Training sessions/workshops on Program Quality Indicators are being scheduled for February, 1994. Watch your mail for registration information. A workshop session will be held in each of the four counties for administrators, directors and coordinators. These training sessions will include: the process for establishing your own measures and standards; incorporating the indicators into your FY95 proposals for PDE; and questions and answer sessions regarding this whole new process.

During March, the corrections education staff persons in Region 8 will be invited to a day of training geared to their special needs. Check with your program directors for needs assessment materials to identify your topic choices and date and time preferences.

On March 24, 1994, VITA, Bristol, PA (Bucks County) will host a video presentation of the Learning Styles-Part I workshop. Shirley Mattace's workshop from January 1992 will be viewed and discussed. This video presentation will be moderated by Kathy Kline. Registration forms will be in the next newsletter or call the Center staff to register by phone.

The Region 8 Center staff is working with the Region 7 staff to plan a joint training day in April or May. Do you have any requests? Call the center today.

Tuition reimbursement applications are arriving. Have you submitted yours? It is not too late. There are still monies available and many courses to choose from at the area educational institutions. If you can not take a class this spring, how about the first

(Cont. on page 8)

Buzz Reader Poll Shows Quality Standards Top Concern

Returns from the Reader Poll which was included with the December issue of "What's the Buzz?" have been tabulated and, as would be expected, adult educators throughout Pennsylvania are still concerned about the Program Quality Standards put into place by the U.S. Department of Education and the Pennsylvania Bureau of Adult Basic and Literacy Education (ABLE) .

As was noted on the introduction to the poll the purpose of surveying the 3,000+ Pennsylvania readers of "What's the Buzz?" was to identify professional concerns of adult educators. The information from the survey will be used to generate information concerning the areas of priority concern in future issues of the **Buzz**. In addition, a tabulation of the survey results has been sent to the ABLE Bureau and to each of the 9 Regional Staff Development Centers with regional-specific information from the survey.

724 Readers Responded. Although not as large a number receiving the survey responded as had been hoped, 724 or 24% of the readers of "What's the Buzz?" in Pennsylvania completed the two-page survey form. The type of program and regions where respondents are located produced a reasonably equal spread of information.

Region 6 Top Responders. Adult educators working in the Region 6 Staff Development Center area topped the other 8 regions with 131 survey responses; next were Regions 2 and 4 with 94 each, region 5 with 91, region 9-75, region 1-73, region 3-66, region 8-53, and region 7-47. We are tabulating the responses relating to the Regional Staff Development Center services and will share these with the appropriate center.

Important Concerns. Part of the survey asked readers to rate 8 important areas of adult basic and literacy education in Pennsylvania. They were asked to use "5" to indicate the area which was of great importance and a decreasing scale to "1" as least important. As would be expected the new "Quality Standards" continue to concern adult educators with 72% indicating either "5" or "4". Other concerns, in decreasing importance, receiving combined percentages of "5" and "4" were: • A statewide network of assistance and referrals for "special needs" adults-71%; • More information about special projects-65%; • Receiving training and assistance in adult student testing/assessment-61%; • Receiving training and free materials in family literacy-57%; •The Regional Staff Development Centers 53%; • Staff turnover in adult education programs-47%; • The adult education summer institutes held the past two summers-34%.

What Do You Need? When asked to identify other priority concerns, information, training, materials, etc. the readers felt would improve the quality of their instruction, comments ranged from "More money" to "More equipment" to "More ideas for LD students", etc. We were especially interested in a number of pleas for more opportunities to share ideas with other adult educators. The complete listing of requests has been tabulated and forwarded to the ABLE Bureau and each of the regional staff development centers for use in setting up future inservice/professional development/workshop agenda. The Bureau and each of the staff development center coordinators are available to receive suggestions from **Buzz** readers.

Professional/Staff Development Activities. In addition to asking readers to respond to questions relating to their professional concerns, our reader poll surveyed the activities of readers concerning professional and staff development. We were interested to see what impact the marked emphasis upon this type of activity is having across the state.

79% of the responders indicated they had attended a staff development activity sponsored either locally or by their regional staff development center during 1992-93. Of those attending center-sponsored activities 19% attended for 0-4 hours, 39% for 5-10 hours and 24% 11 hours or more. Locally-sponsored staff development activities involved 12% for 1-4 hours, 27% for 5-10 hours and 27% for 11 or more hours.

Regional Center Services. We asked our readers to rate the quality and usefulness of services provided by their Regional Staff Development Center. On a scale from "5" highest to "1" lowest for the **Quality** of services provided bytheir regional center, 67% rated a "5" or "4", 18% "3" and 15% a "2" or "1". As to the Usefulness to their work of the services provided by the center, 61% rated a "5" or "4", 18% a "3", and 22% a "2" or "1". The ratio of most responses was about the same from region to region.

"What's the Buzz?" We are always interested in the comments of our readers and inserted a question in the survey pertaining to our newsletter's usefulness to readers in their adult education work. 78% rated a "5" or "4", 18% a "3" and 5% a "2" or "1".

Workshop Attendance. Insofar as statewide, ABLE Bureau-sponsored professional development activities were concerned for the year 1992-93, 63% of our survey respondents indicated they had attended a fall workshop, 67% had attended the midwinter conference, 57% had attended a summer institute. Also 59% attended a fall workshop in 1993.

Our thanks to those of you who took the time and effort to complete our survey form. To those of you who still have the forms and wish to send them to us, please do so. If a sufficient number is received we will do a supplemental tabulation and will certainly send on to "the powers that be" your comments for the improvment of program quality and services.

February: Washington, Lincoln, and Today!

by Chris Kemp, Resource Specialist, Western Pennsylvania Adult Literacy Resource Center (WPALRC)

Classrooms across the nation focus on history in February. Children eat cherry pie and cut out stove-pipe hats in honor of Washington and Lincoln. While adults may like cherry pie, they often feel that history is as boring and useless as the paper cut-outs they were forced to make. It is important to present history from new and different perspectives. Historic events can be tied to today's headlines and after all, today's news is tomorrow's history.

History and social studies materials can be used to improve reading comprehension, develop writing skills or add cultural understanding to any tutorial experience or ESL program. Two special projects encouraged students to explore and share their personal histories, publishing the finished remembrances in booklets. "Exploring the Past" was produced by the Greater Erie Community Action Committee Training Institute. The Plalinum Historical Literacy Class, sponsored by the Schuylkill Intermediate Unit 29, produced "A Remembrance of Times Past in Schuylkill County". Both projects used personal histories as a means for improving reading and writing skills. The outcomes of the projects are assessed in the final reports and the students' writings provide access to an often overlooked resource, student experience.

We are all part of history, either as participants or spectators. Two special projects sought to encourage student participation in the political process. "Project Learn to Vote" and "Empowering Learners through Education in the Democratic Process" provided information necessary for active participation in the political processes of the United States. With political involvement, students extend their personal power to influence the history of the community and the nation.

History is not boring and useless, it is a path to enlightenment and empowerment! Different perspectives bring history to life. The Steck-Vaughn **Connections** series has an excellent Social Studies component. Contemporary's **Amazing Century** series is a highly interesting look at the highlights of the 1900's. A variety of published materials and audio visuals deal with citizenship and government. These materials, as well as the special projects, may be borrowed from the Western Pennsylvania Adult Literacy Resource Center by calling 800-446-5607 ext. 216.

A.B.L.E. People and Programs in Pennsylvania

Congratulations to adult education professional **Carol Molek**, Director of the **Tuscarora Intermediate Unit's Adult Education and Job Training Center** in Lewistown. A **proliferate** grant proposal writer, overseer of dozens of 353 Special projects, 1st vice-president of Pennsylvania Association for Adult Continuing Education (PAACE), Midwinter Conference Program Chairperson etc. etc.

One of Carol's Section 353 projects is featured this month in the A.L.L. Points Bulletin of the U.S. Department of Education's Division of Adult Education and Literacy and was selected from the hundreds of Section 353 projects being carried on throughout the country.

The project, "Ready, Set, Read" is a family literacy curriculum with suggestions for family reading activities and materials. According to the newsletter the 353 Showcase in which Ms. Molek's project was featured "reflects the most progressive thinking in the field and features a 353 project in an effort to share promising practices."

It was only 3 years ago that **Judith Rance-Roney** and the Northampton Community College Adult Education Program received the U.S. Secretary of Education's Award for Excellence and this year two programs were nominated for this honor of the hundreds of programs throughout the northeast region.

The **Center for Literacy** in Philadelphia and the **Development Center for Adults** in Pleasant Gap were both nominated as exemplary programs in their efforts to meet the needs of adult learners in their areas.

Congratulations to **Jo Ann Weinberger**, CFL Director, and **Edie Gordon**, Director at the Intermediate Unit 10 Center for being recognized as quality programs representative of Excellence in Adult Education.

As we reported in the card insert with December copies of "What's the Buzz?", **Dr. John Christopher**, former Director of the Bureau of Adult Basic and Literacy Education, has been promoted to the position of Special Assistant to the Pennsylvania Secretary of Education, Donald M. Carroll, Jr.

In discussing the promotion Secretary Carroll said, "John's years of experience in many aspects of education and his record of success as ABLE Bureau Director will make him extremely valuable to me in his role as my assistant."

John asks **the Buzz** to pass on to his many friends and professional colleagues in Pennsylvania Adult Basic and Literacy Education his sincere thanks and appreciation for the many years of mutual efforts to benefit educationally disadvantaged adults of the Commonwealth. "In all of my 30+ years in education," said Dr. Christopher, "I have always had some type of responsibility relating to adult learners. I will miss adult education."

Dr. Christopher may now be reached on the 10th floor, 333 Market Street, Harrisburg, PA 17126-0333.

Dr. Roger Axford, former Director of the Community University Studies and Professor of Adult Education at **Indiana University of Pennsylvania,** writes to remind us of two books he has edited which may be of interest to adult educators. "Spanish Speaking Heroes" and "Native American Heroes" are available for $12 each, including postage. Write to Dr. Roger Axford, 2351 E. Pebble Beach, Tempe, Arizona 85282 (602) 839-3255.

Trainer Touchstone, the training newsletter for Laubach Literacy Action (LLA), showcases a tutor training handbook titled "Deaf Adult Literacy Tutor Handbook" developed by **Gail Bober**, Director of the **Center for Community and Professional Services** for the **Pennsylvania School for the Deaf** in Philadelphia. Ms. Bober and her staff developed the handbook to meet the needs of tutors working with deaf and hearing-impaired adult literacy students with its goal being to make community based literacy programs accessible to members of the deaf community. For copies call Ms. Bober at (215) 951-4718 (voice and TDD).

Mosaic Has Research Information. One of the more persistent requests from our **Buzz** Reader Survey was that for more hard information concerning research in adult basic and literacy education. Our format does not always lend itself to extensive reports of research projects (maybe we should add some pages), but there is a publication from **The Institute for the Study of Adult Literacy** at Penn State which deals solely in reporting research results and publications in adult literacy. Mosaic is published 3 times a year and is free. You may reach the Institute and staffer **Kitty Long** at (814) 863-6108.

Thanks to **Tom Staszewski** of Penn State/Monroeville's Adult Program in Braddock who sends us a copy of an article from the Education Section of the January 5, 1994 **New York Times** giving an objective, well-balanced look at the General Educational Development (GED) test and ideas relating to the test and the GED diploma from pro and con points of view.

Reading Today is the newsletter of the International Reading Association (IRA) and in the December/January issue features stories under the heading "Books Change Lives." One story is written by Judy Grumet of Pittsburgh who says her life changed when, as a second-grade child, she entered a small public library at Norristown and was "hooked". Ms. Grumet is now "an ardent reader, a reading teacher, a reading mom, and a graduate student in reading."

We hear from **Kathy Kline**, capable coordinator of the **Region 8 Staff Development Center** at Cabrini College outside Philadelphia that she is now slipping and sliding (at least during the latest ice storms) between her job as Region 8 Coordinator and a new part-time position as Director of the **Chester County Opportunities Industrialization Council** (OIC). Talk about busy!

Faced with a long waiting list for literacy services, **Diana Statsman**, Director of the **Scranton Council for Literacy Advance** (SCOLA), has come up with an idea for a Small Group Instruction Program which will be funded by a local industry. The program will offer instruction to from 3-5 adult learners for 50 hours over a six month period. This might be an idea to tap your local businesses for financial support: present to them a segment of your program or a new instructional approach which they can underwrite. Sometimes the thought of financing an entire program, even partially, is too abstract an idea to sell. In the case of SCOLA the Small Group Instruction Program helps solve a problem for the program and gives the business (in this case AKZO Salt) an identifiable program segment with which they can identify.

It's a Date!

Remember: Contact your regional staff development center for more information about center sponsored events. For the name and address of your regional center, see the September issue of "What's the Buzz?"

February, 1994:

Region 7 Quality Indicator Workshops; Times and Dates to be announced; Call Tri-Valley (610) 758-6347 for details.

2: Region 9 Literacy Leadership 2000 Site Coordinator training; 5:30-8:30 p.m.

4: Region 9 workshop; Critical Thinking skills; 8:45 a.m.-12 noon * All asterisk locations at District Council 1199C, 1319 Locust St. Philadelphia.

4-6: 3rd North American Adult and Adolescent Literacy Conference; sponsored by the International Reading Association (IRA); Washington, DC. Contact IRA, 800 Barksdale Road, Box 8139, Newark, DE 19714.

5: Region 9 workshop; Teaching Life Skills in an ESL 9:30 a.m.-12:30 noon*

6-12: LITERACY VOLUNTEERS OF AMERICA WEEK.

9: Region 9 Tutor Training; 1:30-4:30 p.m.

9: Region 9 Gateway Training; 5:30-8:30 p.m.

9: Region 9 ESL tutor training; 6-9 p.m.

9-11: Adult Education Midwinter Conference, Hershey. Theme: Unity Through Diversity.

10: PAACE Board meeting; Hershey

16: Region 9 tutor training; 1:30-4:30 p.m.

16: Region 9 Gateway training; 5:30-8:30 p.m.

16: Region 9 ESL tutor training; 6-9 p.m.

16-18: 1994 Annual Conference Lifelong Learning; Theme: "Re-educating on America: Technology and Higher Education." San Diego. Contact: National University Research Institute (619) 563-7144.

15: Region 6 Staff Development Center Advisory Board meeting; Catholic Diocesan Center; Bishop Daley Hall; 4800 Union Deposit Rd., Harrisburg; 8:30-9:30 executive committee; 9:30-12 regular meeting. Call (717) 232-0568.

19: Region 9 GED training; 9:30 a.m.-12:30 p.m. Session 2: 1:00-4:00 p.m.

23: Region 9 tutor training; 1:30-4:30 p.m.

23: Region 9 Gateway training; 5:30-8:30 p.m.

23: Region 9 ESL tutor training; 6-9 p.m.

24: Teleconference: "How Schools and Colleges Collaborate to Improve Learning"; 1 p.m. to 4 p.m. Call 1-800-257-2578.

25: Region 9 workshop; Hot topics for the experienced teacher; 8:45 a.m.-12 noon*

26: Region 1 workshop: Creativity in Teaching & Tutoring; New Castle Public Library; presenter-Bill Doan; Contact Marcia Anderson (412) 654-1500.

February 28, March 1, 2 and 3: Tentative dates for Section 322 and Act 143 Proposal Workshops. Definite times, dates and locations will be sent to each program director or call the A.B.L.E. Bureau (717) 787-5532.

March, 1994:

3: Teleconference: "Models for Workplace Literacy"; 2 p.m. to 4 p.m. Region 7 downlink, Maginnes Hall, Lehigh University or call 1-800-257-2578.

3: State Adult Literacy Coalition Meeting.

Staff Development News, Cont.

Region 8, Cont. from page 5

summer session? Several of the local colleges offer a six week May-June class that will complete before the end of the fiscal year.

In spite of the weather, Kathy Kline is visiting as many programs as possible. The results are great. Several staff persons are doing program exchanges and peer observations. Hopefully these may result in some action research projects.

Any questions, need more information, or just want some help? Call Kathy Kline at (610) 971-8518.

NOTE THE NEW 610 AREA CODE!

4: Region 9 workshop; Funding; 8:45 a.m.-noon;*

4: Region 2 workshops; "Overcoming Learning Disabilities"-presenter Barbara Morgan; "Teacher Burnout"-presenter Dr. Van Igou; "Financial Aid for Higher Education"; "Open Entry/Open Exit" presenters Carol Duff and Carol Flanigan; 9:30-a.m. - 3 p.m. CIU #10 Development Center for Adults; 110 E. Bald Eagle St., Lock Haven. call (717) 893-4038.

5: Region 9 Collaborative Learning Tutor Training; 9:30 a.m.-4:30 p.m.

5: Region 9 workshop; ESL Teacher; 9:30 a.m.-12:30 pm.*

8-12: Teachers of English to Speakers of Other Languages (TESOL) Annual Convention; Baltimore; Theme-Sharing Our Stories; Contact TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314.

7: Region 7 Advisory Board meeting; 12 noon-2 p.m. Penn State-Allentown Campus at Fogelsville.

9: Region 9 tutor training; 5:30-8:30 p.m.

10: Tutors of Literacy in the Commonwealth meeting; State College.

11: Region 1 "Learning Styles"; Presenter-Shirley Mattace; Belaire North, Erie 9 a.m.-12. Contact Bootsie Barbour (814) 454-4474.

12: Region 9 Collaborative tutor training; 9:30 a.m.-4:30 p.m.

13-18: National Migrant Education Conference; Kansas City, MO; contact: Cynthia Adcock, (913) 826-4718.

16: Region 9 tutor training; 5:30-8:30 p.m.

16-19: 9th International Conference on Technology and Persons with Disabilities; Los Angeles; Contact Harry Murphy, Voice/TDD: 818/885-2578.

16-19: 31st Annual International Conference, Learning Disabilities Association of America; Washington, DC; Contact: Jean Peterson (412) 341-1515.

18: Region 9 workshop; Reading comprehension; 8:45 a.m.-noon*

18: Region 1 "Tutor Training"; Presenter-Mary Lindquist; New Castle public library; 1-4 p.m. Contact Marcia Anderson (412) 654-1500.

19: Region 9 workshop; Multicultural class; 9:30 a.m.-12:30 p.m.*

21-23: State adult education directors, northeast, annual regional workshop; Dewey Beach, Delaware.

23: Videoconference; "Engaging the Distance Learner," PBS Adult Learning Satellite Service; 2:30-4:30 p.m. Call 1-800-257-2578.

South-Central Region 5 Staff Development News

by Randy Varner, Coordinator

The new year promises to be a great one at the South-Central Region 5 Staff Development Center. Along with providing our usual services and technical assistance to the region's educators, we have scheduled seven special training opportunities for Region 5's adult educators.

On March 19, 25 and 26, Dr. Alan Quigley of Penn State University will present a one-credit course on "Student Retention in Adult Education Programs." This course will be held at Penn State-Altoona Campus. If you would like to register for this course, please call Randy immediately at (717) 248-4942.

Priscilla Carmen of the Institute for the Study of Adult Literacy at Penn State will present workshops in Altoona (May 5) and Lewistown (May 6) on "Theory and Methods in Adult Education." You won't want to miss this workshop!

Choosing software to use in adult education classrooms is always a difficult task. It is for this reason that we are going to compile a small booklet of software that is being used successfully in classrooms. If you are particularly pleased with a software package you are using and would like to share some information on it, please call Randy at (717) 248-4942.

A reminder to "Buzz" readers: we have a new permanent address here at the TIU Adult Education and Job Training Center:

South-Central Region 5 Staff Development Center
TIU Adult Education and Job Training Center
MCIDC Plaza
One Belle Avenue Building #58
Lewistown, PA 17044
(717) 248-4942

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VOLUME 13, NUMBER 7 MARCH, 1994

IN THIS ISSUE . . .

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A special feature on Pennsylvania's Even Start programs
Some new products for the A.B.L.E. teacher
Forty professional development dates for March - - 35 for April . . .
and much more you can use in Pennsylvania Adult Education.

Outstanding Adult Educator of 1994 Dr. B. Allan Quigley, left, receives PAACE recognition plaque from Don Block, PAACE Awards co-chair and 1992 Outstanding Educator Award winner.

1994 Outstanding Adult Educator – Dr. B. Allan Quigley

- An outstanding contributor to adult education.
- An experienced and effective classroom teacher who encourages independent, self-directed learning.
- An ESL teacher in India in 1967.
- Founder of a community college.
- Holder of a doctorate in adult education.
- Author of more than 90 articles, books, etc. in adult education.
- Regional Director of Adult Education for Penn State - Monroeville.
- Recently appointed to the American Council on Education's GED Advisory Committee as a researcher.

Bureau Director Praises Diversity; Stresses Need for "Systematic Program"

"Pennsylvania is certainly canvassed with a vast number and a wide variety of types of adult education programs. With this vastness comes diversity in terms of sophistication and comprehensiveness of programs." These observations opened the presentation by Adult Basic and Literacy Education (A.B.L.E.) Bureau Director Cheryl Keenan as she addressed the opening session of the Pennsylvania State Plan Task Force at the 29th Adult Education Midwinter Conference in Hershey last month.

Ms. Keenan stressed the importance of flexibility in adult education programs since diversity and flexibility permit local programs to best meet the unique needs of their communities.

"But on the other hand," she said, "I believe services should be systematic. They should not be hit and miss, dependent upon the expertise which happens to be in place in a particular area. It is the role of the state to make sure there is a system in place which will build expertise in areas where it may not be present. Some of the levels of sophistication that we have across the Commonwealth can be improved and we have the tools which can help improve the services, the programs and the system of adult education and training in Pennsylvania."

At 1994 Midwinter Adult Education Conference Cheryl Keenan, Bureau of Adult Basic and Literacy Education (A.B.L.E.) Director and Gordon Jones, former Bureau Supervisor and recipient of the 1994 PAACE Outstanding Service to Adult Education Award.

QUALITY PROGRAM INDICATORS STRESSED: Director Keenan used as one example of tools of improvement the **Indicators of Program Quality** which have been introduced to Pennsylvania adult educators over the past few years. She noted the necessity of meeting programs at their present level of quality and, through an evaluation process, provide technical assistance to deal with deficiencies identified in the evaluation of program quality.

(Cont. page 2)

"Systematic Program", Cont.

For adult basic and literacy education practitioners attending the Adult Education Conference, there was little doubt the use of Quality Program Indicators (Q.P.I.) by local programs is rapidly progressing beyond the stage where, in 1991, they were presented as guidelines to assist local programs to improve. Very soon they will be used to evaluate individual programs and determine the **funding level** for local program services based upon this evaluation.

One announcement which emphasized the importance the A.B.L.E. Bureau is placing upon Q.P.I. was made by Don Lunday, Chief of the Special Projects and Programs Section of the Bureau, who stated local programs applying for funding for 1994-95 **must** provide local measures and standards as part of their application. He indicated programs would not even be considered for funding unless this requirement was met.

In another session, Harry Frank, who is responsible for the development of Bureau procedures dealing with local Quality Program Indicators, told program directors, teachers, tutors, and counselors that we are presently in a transition period which in 3 to 5 years will see overall improved performance of adult basic and literacy education programs, smoother/more timely contract awards, the possibility of a "fill in the blanks" type of funding application, increased performance monitoring by advisers and program/student performance determining award and funding levels of local programs.

Mr. Frank noted some of the actions presently being initiated or under consideration by the Bureau: revised guidelines and application procedures; increased attention to performance in funding awards; some form of multi-year funding; and realistic performance goals that are judged on the measures and standards of the Indicators of Program Quality. "The primary job of program administrators must be more than just gathering data--it must be the systematic gathering of information showing how well your program is doing.

PROGRAMS NOT UNIQUE: "Uniqueness of a program is a myth. Programs are more similar to each other than they are unique. By and large the majority of programs are very similar," says Mr. Frank. "Every program," he stated,"recruits students, offers them instruction and has them leave the program when they have met their goals--this is not unique."

THE KEY FACTOR IN MEASURES AND STANDARDS IS NUMBERS: "Up to this time the only concern of the Bureau has been whether programs get their reports in on time," said Mr. Frank. Under the new system the key factors in measures and standards will be the numbers. The measure will be a number and the level or quantity of that number will be the standard. "The true test for every measure and every standard is that it has to be quantified. How many students are retained; how many pass the GED; these are examples of quantified goals and this is what we will be looking for," he added.

IT'S NEW, IT'S DIFFERENT: From the development of quality indicators, measures and standards; to increased evaluative monitoring by A.B.L.E. advisers; to the eventual determination of program funding based upon the evaluation. This is quite different from anything local programs have been working with and some will look upon the new A.B.L.E. Bureau activities as threatening--others as challenging--others as an opportunity to justify additional funding requests with objective data showing the additional monies would be appropriately spent. Whatever your point of view or that of your program, **Buzz** readers would be well advised to get as much technical assistance as is available as they carefully thread their ways through the maze of IPQ, M/S, MBO, QC, TM (all terms referred to in Mr. Franks' presentation). Contact your A.B.L.E. Bureau regional adviser and your regional staff development center. Talk the problem over with other adult educators. Attend the training sessions dealing with Quality Program Indicators. Look upon this transition as an opportunity to improve the services you provide to your adult students.

Dr. Eugene Kray, left, of West Chester University receives PAACE Continuing Higher Education Program Division Award from Scott Selkowitz of Elwyn Institute and co-chair of the Division. Dr. Kray was recognized for his work in administering the Chester County Cooperative Training Program for government employees.

Another Survey? This One Deals with Retention

And it makes sense . . .

First it was the National Adult Literacy Survey (NALS) with few surprises, but some data which could have been useful for gaining public support for adult basic and literacy education; next came the State Adult Literacy Survey (SALS) the results of which we **still** have not received, but SALS preliminary data tells us as much, or as little, as did the NALS. Now comes the **National Evaluation of Adult Education Programs** and at last some data collected is being related to problems facing adult education--in the case of the third interim report: "Client Attendance".

Few adult basic and literacy education programs will argue that attendance is not a problem, from one-on-one tutoring to small and large group instruction. Some excellent Section 353 projects dealing with retention have been completed in Pennsylvania (contact AdvancE 1-800-992-2283 or the Western PA Adult Literacy Resource Center 1-800-446-5607, ext. 216) and groups of adult educators at nearly every workshop/conference discuss the retention and attendance problems.

Unfortunately, too few programs do much more about attendance other than moan and groan about Sally M. or Jack R. who "just don't seem to want to attend our program."

The National Evaluation of Adult Education Programs, in addition to surveying a significant number (more than 100,000) of adult education clients, has established a data base of information on client attendance based upon the number of hours of instruction received, by week, for up to 18 months after enrolling in a local program. The study found marked differences in attendance among English as a Second Language (ESL), Adult Basic Education (ABE) and Adult Secondary Education (ASE/GED).

Large Programs vs. Small Programs: ABE clients enrolled in small programs are more likely to persist than clients in large programs; but in ESL and ASE clients enrolled in very large programs are more likely to persist than clients in small programs.

Full-time vs. Part-time: In ASE and ESL programs clients enrolled in programs with at least some full time instructional and administrative staff are more likely to persist than clients in programs with only part time staff.

Independent Study vs. Teacher: In ABE clients with only a teacher and aide are more likely to persist than clients with

(Cont. page 3)

TEN ABLE SUCCESS STUDENTS RECOGNIZED

Representing thousands of one's peers is not an easy task, but the ten adult basic and literacy education (ABLE) students honored at the 29th annual Midwinter Adult Education Conference last month are all different; with unique accomplishments and by their uniqueness they are all the more typical of the adults who attend our classes every day and night in an attempt to better themselves. Although their stories were different, the message each Success Student left behind was loud and clear: if it hadn't been for the ABLE programs, the teachers and other support personnel, the successes would not have happened.

Receiving recognition at the Conference were: **Julie Bermudez**, a GED diploma recipient and now a nursing student at Reading Area Community College sponsored by **Mary Schmidt** of BACC; **David Wolfe**, a GED diploma recipient, a graduate of Slippery Rock University and now an ABE/GED instructor sponsored by **Angelo Pezzuolo** and **Elaine Nagel** of Midwintern IU #4; **Mary Rogers**, a GED diploma recipient who became socially/politically active and helped fight legislation permitting liens on property of welfare recipients. Sponsored by **Barbara Mooney**, Community Action Southwest; **Helena Jimeniz Mojica**, a GED diploma recipient who attends the Luzerne County Community College, sponsored by **Frank Nardone,** Luzerne IU #18; **Shun Mei Nemet,** earned her diploma at the Mercer County Vo-Tech program and is now a member of the advisory committee of her literacy program and a member of the board of directors of her GED alumni council. Sponsored by the Mercer County Vocational-Technical School; **Bernadette Osborn**, a former substance-abuser, single mother, GED diploma recipient and now a nursing student; sponsored by **Kathy Marks,** Eagleville Hospital; **Amy Uhler**, attended GED classes at the Bangor-Pen Argyl School District, literacy corps member and tutor at Northampton Community College, graduate of East Stroudsburg University, now a substitute teacher. Sponsored by **Linda Martin** and **Janet Herr,** Bangor-Pen Argyl School District; **Lillian Metzcher,** a learning disabled adult student at the Lutheran Settlement House's Women's Program, received an award as one of the two most dedicated tutors in the program. Sponsored by **Alice Redman,** Lutheran Settlement House Women's Program; **Ruth Salters,** a mother of two and a GED diploma recipient who is active in community and school affairs. Sponsored by **Marie Knibbe,** Germantown Women's Educational Project; **Harold Speelman,** a hearing-disabled, lip-reading student in the Adams County Literacy Program where he serves on the Advisory Board, attends the New Reader Book Club and was recognized by the Council as an Outstanding Student. Sponsored by **Henry Wardrop**, Lincoln, IU #12.

1994 A.B.L.E. Success Students; From left, top: Amy Uhler, Ruth Salters, Lillian Metzcher, David Wolfe; second row: Julie Bermudez, Harold Speelman, Shun Mei Nemet; bottom row: Mary Rogers, Bernadette Osborn, Helena Jimeniz Mojica.

Success Student Amy Uhler and her family at the Success Stories Awards at the 1994 Midwinter Conference.

Survey, Cont.

a teacher plus an independent study or learning lab component in the program. However, in ASE and ESL programs clients with a learning lab component as part of the instructional program are more likely to persist than clients with only a teacher or a teacher and an aide.

Use of Support Services Strongly Associated with Persistent Attendance: Although not an original finding, the Survey found that clients enrolled in programs providing a large number of support services logged the most instructional hours and attended more regularly. Although ABE clients were more likely to use support services, clients in all three categories are more likely to persist if they use support services.

Important Program Variables: The survey found the availability of day classes and support services, the type of curricula used (workplace and lifeskills instruction are especially effective with ASE clients), and full-time staff are important program characteristics positively affecting attendance.

Other findings: There is no appreciable difference between people who attend between 1 and 11 hours and those who attend 12 or more hours (the federal point at which attendance counts).

Most newly enrolled students attend classes during the day (49%); 14% day and night.

Spending more per client is not positively related to attendance.

For more information about the National Evaluation of Adult Education Programs including the first two interim reports call 1-800-348-7323.

From left, Joseph Lapp, top GED scorer in Pennsylvania for 1993, receives monetary award and plaque from Chuck Holbrook, ABLE Bureau State GED Administrator and George (Whitey) Pew, GED test administrator for 27 years at McKaskey High School in Lancaster where Joseph took the test.

News From The Regional Staff Development Centers

Be sure to check "It's A Date" on page 8 for Regional Workshops

Region #1

Bootsie Barbour, Coordinator

Practitioner Action Research is a Staff Development option available to all ABE/GED providers. This is an area of Staff Development that has not been fully utilized in Region #1. Practitioner Action projects can be many different things. The common thread is that a practitioner identifies a particular area of program/professional need and initiates and implements a plan to explore the question. All applications for Practitioner Action Research Projects must be approved by the Staff Development Director. Upon acceptance of the final product (paper, report, etc.) a stipend of up to $300 will be paid. For more detailed information contact Bootsie at (814) 454-4474.

Region #1 has scheduled a variety of training sessions and workshops for March and April. For information about any of the following dates, call Bootsie at (814) 454-4474. March 4 is the date of the monthly Administrator's Roundtable. Dr. Chester Wolford will discuss ways that busy administrators can make their life more organized and cost efficient. In the afternoon, Dr. Richard Gacka will answer questions about the Indicators of Program Quality and incorporating the indicators into FY95 proposals for PDE.

The second annual Region #1 and Region #4 Workshop will be held at Troggios in New Castle, Pa.

This workshop was a great success last year and we look forward to another successful day. This is a good time to meet and talk to other adult educators in Western Pa. Flyers with details are in the mail. Paul Weiss and Bootsie Barbour will be glad to answer any questions.

TLC Tutor Trainer Amy Wilson will give a two day tutor training at The Center for Adult Education, Erie, Pa. on March 4 and 5. Registration is limited so a prompt reply is necessary.

"Learning Styles" is the title of the workshop that Shirley Mattace will present in Erie on March 11 and at the Crawford County Library on April 12. Ms. Mattace will cover such information as ascertaining and observing preferred learning styles, language processes of dominant right or left brain learning, and determining proven strategies for student success.

Mary Lindquist, Project Director of the Crawford County Read Program, will present a Tutor Training Workshop at the New Castle Public Library on March 18. On May 6, Ms. Lindquist will return to the New Castle Public Library to discuss "Educational Enabling".

Cheryl Lossie will discuss "Personality and Learning Styles" at The Center for Adult Education on March 19. Ms. Lossie is particularly interested in the Gregorc Style Delineators. She will discuss the Gregorc Self-Assessment Instrument for Adults.

This office has had many calls about having Mary Gall present the workshop she did for the PAACE Conference. Common Sense GED Math will be the topic of the workshop to be held in Erie on April 8, at the Avalon Inn.

Another very informative workshop will be repeated on April 23. Patricia Wimms will present "Life Self-Esteem" in Franklin, Pa. Call Maloy Beach for more information.

The Staff Development Office is always happy to hear from you. If you are not getting Region #1 mailings or your mailing address is incorrect, contact us at 814-454-4474.

Region #5

by Randy Varner, Coordinator

The South-Central Region 5 Staff Development Center's schedule of activities for the remainder of the project year is rapidly filling up. Along with the usual assortment of workshops given by quality presenters, we are offering some other unique training opportunities.

Dr. Allan Quigley of Penn State University will present a one-credit course on "Recruitment and Retention in Adult Education Programs". We are excited and honored to have Dr. Quigley, who was named the 1994 PAACE Outstanding Adult Educator at PAACE's Midwinter Conference, as instructor for this course. Course dates are March 19, 25, and 26.

We are currently planning a workshop on "Total Quality Management." This topic ties directly in with the Indicators of Program Quality, and promises to be a much discussed topic in the future.

Other training on the schedule includes "Conflict Resolution," a seminar presented by Brian Frey of the Adult Education and Job Training Center. "Computer Show and Tell," a technology workshop presented by Dr. Barbara Woodruff and "Adult Education Theory and Methods," presented by Priscilla Carmen of Penn State's Institute for the Study of Adult Literacy.

With the new policies handed down from the Department of Education we are able to more effectively serve adult educators in our region. Call the Center at (717) 248-4942 if you have any questions regarding the project.

Region 6:

Paula Smith, Coordinator

Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education (A.B.L.E.), recently met with the directors and coordinators of the nine regional staff development center and, among other topics, shared her ideas and vision for the Bureau and for adult education in Pennsylvania. Ms. Keenan stated she does not want the Bureau to be a hindrance, but to support programs in the field through policy/practice changes such as initiating one contract per agency for Section 322 (instead of separate contracts for workplace, institutional, etc.), funding staff development centers for two years at a time, etc. We welcome Ms. Keenan and applaud her work.

Dale Mace is the new advisor for all of Region 6. Class attendance reports should be mailed to him at the ABLE Bureau, 12th floor, 333 Market Street, Harrisburg, PA 17126-0333.

Indicators of Program Quality: The Region 6 director and coordinator have received extensive training in this subject and stand ready to assist local programs as they develop their indicators, measures and standards.

Changes in Tuition Reimbursement: These changes have been made in the use of tuition awards from the regional staff development centers: 1. Reimbursement may now be spent for credit or non-credit courses; 2. Reimbursement is available for tuition for Act 143 and Section 322 staff; 3. Reimbursement may now be available for **volunteers** who have a long-range commitment and potential for work in adult basic and literacy education. Volunteer reimbursement must be approved in advance by the ABLE Bureau.

Region 7

Jane Ditmars, Coordinator

Opportunities to join us:

Workforce Teleconference:

A live, interactive teleconference, entitled "Model Partnerships in Workforce Education" will be presented in partnership with the Iacocca Institute. Adult Educators are invited to come to Region 7 on Thursday, March 3, from 2:00-4:00 pm when the program will be downlinked to the main campus of Lehigh University.

Multicultural Learning Styles:

Dr. Stan Nowack of Penn State University will present a workshop on Multicultural Learning Styles on Friday, March 25, from 8:30-12 noon. This pre-

(Cont. page 5)

Staff Dev., Cont.

sentation will be held at Northampton Community College, in Bethlehem. Save the date!

Advances in Computer Networking:

Are you involved in computer networking? If so, please write and tell us how your program uses e-mail to communicate with other educators. Computer consultant, Richard Silvius, presented a seminar on Using the Network Server at Lehigh University on Monday, January 10th. After giving an overview of the system, participants logged on and practiced sending and receiving messages via electronic mail, creating nicknames and changing passwords. Participants were also shown how to access the Lehigh University Library System via modem.

Please write to the Tri-Valley account at Userid:1001@Lehigh, EDU. We look forward to hearing from you! Watch for details of a follow-up seminar coming this Spring.

We would like to share:

GED Writing Packet: Do you need ideas for preparing your students for the essay portion of the GED exam? If so, call Tri-Valley to request a copy of our packet of suggestions for improving writing skills. This document was created by ESL instructor, Ruth Munilla, who has compiled over 50 pages of techniques and strategies for teaching students to write a GED essay. The booklet includes user-friendly worksheets which can be duplicated by the instructor.

ESL Tape

Despite the snow and bitter cold weather, 28 adult literacy educators attended an interactive ESL Workshop presented by Nonie Bell. Special thanks are extended to Joan Breisch for hosting this event at the Reading/Berks Literacy Council. Thanks also to Joan's son, Ron, who video-taped this event. Please call Tri-Valley at (610) 758-6347 to request a copy of the tape if you wish to share it with your staff.

All best wishes to dedicated educator, Nonie Bell, who has recently relocated to Florence, Italy, where she will teach ESL.

Congratulations!

to **Julie Bermudez** of Reading, and to **Amy Uhler** of Nazareth, who have been named statewide winners in the 1994 Adult Basic Education Student Success Stories. Julie attends the Reading Area Community College, where she was nominated by Mary Schmidt and Elaine Moyer. Amy was sponsored by Linda Martin of the Bangor/Pen Argyl Adult Education Program.

Winter, Taxes, and Conflict: The Facts of Life

by Chris Kemp, Adult Literacy Resource Specialist, Western PA Resource Center, Gibsonia

The northern hemisphere looks forward to the vernal equinox and the coming of spring. When "March comes in like a lion", however, winter seems unending! Tempers grow short, children argue incessantly and loving spouses can turn on each other like wild beasts (especially if one is overwhelmed by income tax forms). Life has its unpleasant moments.

Many of life's unpleasant moments involve conflict. In itself, conflict is neither good nor bad. It just is. Conflict arises from personality clashes, competition for limited resources, difficulty caused by the rate of change, and even social and cultural diversity. It is not the conflict, itself, but the way it is managed that has constructive or destructive outcomes. We seldom think of conflict as opportunity, but constructive conflict management can produce creative problem solving and can open channels of communication.

Most people don't naturally deal constructively with conflict. They can become aggressive or avoid conflict at all costs "giving away the store" or internalizing the problem. Most people can use a little help when facing conflict at home or at work. A variety of excellent conflict management materials are available for loan through WPALRC. Texts, video, and audio tapes address the issues of finding common ground, confronting the fear of fighting, and conflict resolution. A 1993 Special Project produced by the Center for Literacy in Philadelphia developed materials to provide conflict resolution theory and techniques to adults with limited literacy and English skills. Copies of the project report, learner's handbook, and manual (AE3025-854) are available for loan from WPALRC and AdvancE.

Not all of life's unpleasant moments must be managed, however. Spring will eventually come. The sun will shine, gentle breezes will caress emerging blossoms, and the world will awaken. All we have to do is hang on a little longer. WPALRC will celebrate the return of spring with an Open House. Watch for details in April.

Deadline Change

Because of our vacation schedule the copy deadline for the April Buzz is March 10. Copy received after that date will appear in the May issue.

Family Literacy

by Denise Caldwell, GPLC

What do Family Literacy and Pittsburgh's black infant mortality rate have in common?

The Greater Pittsburgh Literacy Council (GPLC).

Since June of this year, the Greater Pittsburgh Literacy Council has been conducting Baby Basics classes as part of HEALTHY START, a federal program designed to combat this problem.

Baby Basics combines family literacy with information about the importance of early pre-natal care; what happens during pregnancy, labor and delivery; positive relationships and parenting skills; how to plan for the future and the rewards of continued education, as learning is a lifelong process.

To date, more than sixty participants between the ages of 12 and 25 have benefited from the classes and fifteen babies (14 girls and 1 boy) have been born. Moms and babies are at home and doing fine.

Partucipants meet twice a week for 10 to 12 weeks, in two inner-city neighborhoods. They share their thoughts and feelings about their relationships, pregnancies, and parenting skills. They also learn how to cope with these issues in a supportive, non-threatening and enlightened manner.

If you would like more information on this program, call Denise Caldwell at GPLC, (412) 661-7323.

GPLC Receives Grants Totaling $710,000

The Greater Pittsburgh Literacy Council (GPLC) has announced that it has reached the $710,000 funding mark in its one million dollar capital campaign.

The purpose of the campaign is to improve the Council's present services to 1,500 adult learners and to establish new programs throughout Allegheny County.

Grants have been received from a number of Foundations in the Pittsburgh area including a Richard King Mellon Foundation grant to the Council of $150,000.

Know of a House to Rent???

Abbie Brawley the new regional adviser for the Southwest region is looking for a 2-3 bedroom house to rent in the Harrisburg Area. Here's a chance to help out a colleague who has just moved to Pennsylvania. Call Abbie at the ABLE Bureau (717) 787-5532.

Pennsylvania's Even Start Literacy Program: Serving the Whole Family

by Donald Paquette, Pennsylvania Department of Education Even Start Coordinator and Adult Basic Education Advisor

The shocking incidence of inter-generational illiteracy in American society has fueled the need for programs like Even Start, which assists families in breaking prevailing social and economic cycles of poverty, undereducation, inactivity, welfare dependency and scholastic underachievement.

Unemployment, indigence, crime, homelessness and low self-esteem are frequently attributed to low-functioning literacy levels in adults. Faced with the daily pressures and struggles of trying to survive and support their families, illiterate adults often have difficulty assuming responsibility for the educational and social development of their children.

The Even Start Family Literacy Program is a national response to the problem of **family illiteracy**. The intention of the Even Start Program is to provide family-centered educational programs that involve parents and children in a cooperative effort; thus enabling parents to become partners in their children's education, and to assist their children in reaching their full learning potential. Even Start is the focal point for integrating a community family literacy program. Through collaboration with local agencies, it provides the linkage for expanding local literacy services.

Even Start encourages parents and children to become "learning teams" through special activities designed for both generations to be worked on together. Team partners are important to the success of the plan, as a holistic approach to education must be adopted by the children, parents, Even Start support staff and personnel.

Pennsylvania has 18 Even Start stations scattered throughout the State. Urban sites encompass large cities like Philadelphia, Pittsburgh and Erie, but also include smaller cities like York, Washington and Easton. Fifteen of Pennsylvania's grantees are local education agencies (LEAs), and three are community-based organizations (CBOs). Two of the projects (Arin Intermediate Unit and Meyersdale Area School District) serve an extensive geographical area, thus necessitating the need for mobile classrooms (recreational vehicles) to bring Even Start to local families. Some projects (i.e., Mon Valley Collaboration Project and Riverview Intermediate Unit) serve as many as four or five school districts, while others like Lancaster and Philadelphia focus on one school district with a relatively high rate of undereducation.

Pennsylvania's Even Start Program prides itself on meeting the particular needs of each community it serves. For instance, although all projects offer both center-based and home-based services, most urban projects are center-based or in sites located downtown and along major bus routes, therefore, affording greater access to other community services. Conversely, rural projects are primarily home-based in deference to the problems of accessible transportation and the proximity to human sevices rural clients frequently encounter.

The Commonwealth's Even Start Projects are composed of innovative and diverse social and instructional packages which can serve members of non-English speaking families (such as those operating in Reading, Chester and York); promote and nurture collaborative relationships with school districts, Head Start and/or Family Centers (i.e., Pittsburgh, Mon Valley and Erie); and extend their influence to more than one county (i.e. Arin, Riverview and Central IU's).

Despite the relatively short implementation time of Even Start projects in Pennsylvania, the program is thriving and making significant progress. This upswing can be directly traced to the enthusiasm and dedication of participants and staff supporting the Even Start ideal, as well as the unflagging commitment of local communities in their collaborative efforts with Even Start to eradicate illiteracy. These joint partnerships are creating an integrated service-delivery system which is not only more efficient, but has made strides in meeting both family and societal problems and concerns. Some of the service providers are: Head Start, local school districts, JTPA, WIC, ABE/GED, Literacy Councils, Job Centers and County Assistance Offices. Many projects have even formed Even Start Advisory Councils consisting of local business, community and philanthropic leaders and volunteers who share a vision of literacy for all. Family activities, centered on agendas including socials, trips and meetings are dynamic ways Even Start has unified families and communities.

Various local projects have reported impressive results regarding the impact of the Even Start Family Literacy Program in the lives of their participants. A higher literacy level in adults and an increase in GED graduates have been noted, as well as improved parent-child interactions. The Pennsylvania Even Start office is pleased to report that many adults with limited English proficiency have made significant strides in acquiring every day language skills needed to function more effectively in our society. Children have exhibited growth patterns in language, affective, cognitive, and social skills. After earning a GED, many graduates embark on further education, training and/or employment. Due to the impact of Even Start programs, many families have expressed a keen interest in learning, and their enthusiasm is being transferred to their children. Teachers have observed that Even Start parents are reading more to their children, and that the children involved in these programs are better prepared to start school.

Families say the principles stressed in Even Start contribute to an enhanced sense of self esteem; hence a more rewarding quality of life. The integration of social support services into the family literacy program has enabled families-in-crisis to reach stabilization and self-sufficiency faster and more efficiently. Even Start participants are more confident and goal-oriented because emphasis is strongly placed on fostering family, parenting and life skills through role-modeling, personal example, life experiences and instruction. Because Even Start furnishes the necessary tools to direct educational and social development, Even Start families are proving to be productive citizens in society.

Pennsylvania's Even Start Program is making impressive inroads in eradicating illiteracy and expanding social, economic and educational opportunities for all parents and their children. As the Commonwealth expands and adapts to federal policies and local needs, Even Start will seek even better ways to serve our families and, ultimately, our communities. It is vital, therefore, to recognize and applaud the tireless leaders within our communities, counties and schools who are taking charge in shaping and improving the future for all people.

LIST OF PA EVEN START SITES

ARIN Intermediate Unit, Shelocta; Central Intermediate Unit, West Decatur; Chester Co. Intermediate Unit, Exton; Community Action Southwest, Waynesburg; Delaware Co. Intermediate Unit, Media; Greater Erie Community Action Committee, Erie; Lancaster City School District, Lancaster; McKeesport Area School District, McKeesport; Meyersdale Area School District, Meyersdale; Philadelphia City School District, Philadelphia; Pittsburgh City School District, Pittsburgh; ProJeCt of Easton,Inc., Easton; Reading School District, Reading; Riverview Intermediate Unit, Shippenville; South Allegheny School District/Mon Valley Collaboration Project Pittsburgh; StoRox School District/Even Start Collaborative Project Pittsburgh; Washington School District, Washington; York City School District, York.

Editor's Note: Here's an opportunity for local programs to take a step toward needed coordination of services. Contact Mr. Paquette (717-772-2813) or one of the Even Start sites.

Some "One-Liners" from the Midwinter

The weather was the top topic; some cancelled, but attendance was slightly better than last year.

It was good to be back at Hershey.

It was good to see some of our former colleagues: Gordon Jones, Bill Murphy, Kip Bollinger, Clair Troy, Tom Wertz, Jack Sittman, _____(fill in the blanks).

Cheryl Keenan takes honors for the most "Greetings". Overheard from two adult educators after her comments at the State Update Session: "What do you think?" "I like her."

"The feds" didn't show up; weather was bad and what could they say about a $2 million funding cut to Pennsylvania for 94-95.

State Legislators and their representatives made an impressive showing at the Legislative Luncheon; with the quality of adult students that local programs produce in Pennsylvania legislators can justify the $7.75 million in funding for 1994-95. (Now about that **additional** $2 mill . . .) Was it our imagination or did the smaller-attended sessions result in more "sharing" among peers?

Congratulations to PAACE and the Hershey Convention Center management for rolling with the punches, flexibility and making the best of an inconvenient situation.

See you in 1995!

Science for the Special Needs Student

This is the title of an article in the latest issue of **GED Items** published by the General Educational Development Testing Service (GEDTS). The article makes the point the GED teacher has a mandate to teach all students, regardless of their individual differences and that today's technology permits increasing numbers of special needs adult students to participate in a wide variety of science-related activities including a number of activities outlined in the article. There are also 6 techniques for teachers of the deaf to use in teaching science.

To get your free subscription to this excellent publication write GEDTS, American Council on Education, One Dupont Circle, NW, Suite 250, Washington, DC 20036-1163.

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How ESL Students Deal With Unfamiliar Words

by Charles J. Kovach,
San Diego City College

Many ESL students interrupt their reading to look up words in a dictionary because such students may feel insecure not knowing the meanings of some of the words they read. To help them avoid these interruptions, the teacher can give these suggestions:

1. Tell the students to underline unfamiliar words as they read material and continue reading the material without looking up those words.

2. After they read the material, have them look up the underlined words and write definitions of those words in the margins of their reading material.

3. Have the students read the same material again.

Corrections: From the February, 1994 issue:

The Family Literacy supervisor for Goodwill Literacy Initiative in Pittsburgh which was awarded a Barbara Bush Family Literacy grant is **Rochelle Glanz.**

We inadvertently transposed the 800 numbers for the two state adult literacy resource centers: The AdvancE number in Harrisburg is 1-800-992-2283. The Western PA Center in Gibsonia is 1-800-446-5607, ext. 216.

Steck-Vaughn Changes Sales Staff Members/ Increases PA Reps

The Steck-Vaughn publishing company has announced a change in sales representatives for Pennsylvania.

Dr. Myrna Deaux, who has represented the adult education publications of the company for a number of years, has moved to the elementary education division of the company. In her place two sales representatives have been hired: Lisa Hasson, 1616 Morris Court, N. Wales, PA 19454 (215) 855-6854 will cover the Philadelphia area and Ron Ray, RD #11, Box 622, Greensburg, PA 15601 (412) 925-7717 will represent the publisher throughout the rest of the state.

Steck-Vaughn has available the new full-length GED practice test, Form FA, which offers the same number of questions, the same testing time, and the same question types and content as the actual General Educational Development Test.

The publisher also has available the revision of **Reading for Today** with new books, new stories, integration of six skill areas in reading selections and comprehension strands to prepare for standardized tests like the TABE and the GED.

On behalf of our 3,000 adult education readers in Pennsylvania **"What's the Buzz?"** welcomes Lisa and Ron to a state where adult basic and literacy education is the keystone to adult improvement.

PAACE Awards Presented at the Midwinter

Newly elected president of the Pennsylvania Association for Adult Continuing Education (PAACE), Carol Molek (left), presents Recognition Plaque for her many years of exemplary service to PAACE to outgoing president Dr. Victoria Fisher. Ms. Molek is director of the Tuscarora IU #11 Adult Education and Job Training Center in Lewistown, Dr. Fisher is Director of Continuing Education for Neumann College in Berwyn.

It's A Date!

Remember: Contact your regional staff development center for more information about center-sponsored events. For the name and address of your regional center, see the September issue of "*What's the Buzz*?"

March, 1994

1: Applications and Guidelines mailed to Section 353 applicants.

3: **Teleconference: "Model Partnerships in Workforce Education"**; 2 pm to 4 pm. **Region 7** downlink, Maginnes Hall, Lehigh University; Contact Ann Koefer (610) 758-6347 or call 1-800-257-2578.

3: State Adult Literacy Coalition Meeting.

4: **Region 1** Administrator's Workshop; Dr. Chester Wolford; Edinboro Inn, Edinboro, 9 a.m. to noon.

4: **Region 9** workshop; Funding; 8:45 a.m.-noon

4 & 5: Region 1 TLC Tutor Training; Amy Wilson, Erie CAE, 6-9 p.m. Friday, 9 a.m.-3 p.m. Saturday.

4: **Region 2** workshops; "Overcoming Learning Disabilities"-presenter Barbara Morgan; "Teacher Burnout"-presenter Dr. Van Igou; "Financial Aid for Higher Education"; "Open Entry/Open Exit" presenters Carol Duff and Carol Flanigan; 9:30 a.m.-3p.m. CIU #10 Development center for Adults; 110 E. Bald Eagle St. Lock Haven. Call (717) 893-4038.

5: **Region 9** Collaborative Learning Tutor Training; 9:30 a.m.-4:30 p.m. Call (717) 893-4038.

5: **Region 9** workshop; ESL Teacher; 9:30 a.m.-12:30 p.m.

8-12: Teachers of English to Speakers of Other Languages (TESOL) Annual Convention; Baltimore; Theme-Sharing Our Stories; Contact TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314.

6: **Region 6** Workshop; "Training on Tests of Applied Literacy Skills (TALS)" and "Introduction to 'Successmaker' Software"; York County Vo-Tech School, 2179 South Queen St., York; 9 a.m.-3:30 p.m. Call Paula Smith, (717) 232-0568.

7: **Region 7** Advisory Board meeting; 12 noon-2 p.m. Penn State-Allentown Campus at Fogelsville.

9: **Region 9** tutor training; 5:30-8:30 p.m.

10: Tutors of Literacy in the Commonwealth meeting; State College.

11: Final guidelines for funding applications mailed to agencies by ABLE Bureau.

11: **Region 1** "Learning Styles"; Presenter-Shirley Mattace; Belaire North, Erie 9 a.m.-2 p.m. Contact Bootsie Barbour (814) 454-4474.

12: **Region 9** Collaborative tutor training; 9:30 a.m.-4:30 p.m.

13-18: National Migrant Education Conference; Kansas City, MO; contact: Cynthia Adcock, (913) 826-4718.

16: **Region 9** tutor training; 5:30-8:30 p.m.

16-19: 9th International Conference on Technology and Persons with Disabilities; Los Angeles; Contact Harry Murphy, Voice/TDD: 818/885-2578.

16-19: 31st Annual International Conference, Learning Disabilities Association of America; Washington, DC. Contact: Jean Peterson (412) 341-1515.

18: **Region 9** workshop; Reading comprehension; 8:45 a.m.-noon

18: **Region 1** "Tutor Training"; Presenter-Mary Lindquist; New Castle public library; 1-4 p.m. Contact Marcia Anderson (412) 654-1500.

19: **Region 9** workshop; Multicultural class; 9:30 a.m.-12:30 p.m.

19: **Region 1** workshop: Personality & Learning Styles; Cheryl Lossie; Center for Adult Education; 9 a.m.-noon.

21: **Region 7** workshop; Psycho-Social Aspects of the Adult Learner; Presenter-Cheryl Ashcroft 4-6 p.m. Lifelong Learning Center, Frackville.

21-23: State adult education directors, northeast, annual regional workshop; Dewey Beach, Delaware.

22: **Region 5** workshop; Learning Disabilities; Presenter: Dr. Jovita Ross; Juniata Valley High School.

23: **Videoconference: "Engaging the Distance Learner;** PBS Adult Learning Satellite Service; 2:30-4:30 p.m. Call 1-800-257-2578.

23: **Region 9** tutor training; 5:30-8:30 p.m.

24-26: 2nd Annual National Research Conference on Human Resource Development; Theme: "Creatively Exploring the Future"; College Station, TX; Contact: National HRD Conference, EHRD Mail Stop 3256, Texas A&M University, College Station, TX 77843-3256.

25: **Region 9** workshop; Team Building; 8:45 a.m.-noon

25: **Region 7** workshop; "Multicultural Learning Styles"; Presenter Dr. Stanley Nowack, Jr. 8:30 a.m.-12 noon; Northampton Community College. Contact Jane Ditmars, (610) 758-6347.

25: **2nd Annual Inter-Regional Workshop; Regions 1 and 4;** Troggios, New Castle. 9 a.m.-3 p.m. Topics include "Motivating Students", "ABE/GED Teaching Strategies," "Teaching Through Storytelling for ABE/GED/ESL Students," "Grant Proposal Writing", and "Employability Skills for ABE/GED/ESL Students": Contact Paul Weiss (412) 661-7323 or (800) 438-2011.

26: **Region 9** workshop; Teaching Speaking Skills in an ESL class; 9:30 a.m.-12:30 p.m.

28: **Region 2** workshop. "Focus on Strength: Multisensory Learning Strategies That Work; Presenters-Project READ staff; Leslie Shelton and Holly-Fulgham Nutters from the South San Francisco, California Library. 9:30-3:30. Centre County Vo-Tech School.

29: **Region 2** workshop; Same topic and presenters as March.

28: 9:30-3:30-Montoursville Episcopal Church. These workshops will deal with how the most recent learning research has been translated into easy, innovative, and fun ways to teach adult learners using all of their capacities. Copies of the presenters' book will be furnished to each program in the Region. Call Project STAR at (814) 359-3069 for more information.

April 1994:

4: **Region 9** workshop; Self assessment; 8:45 a.m.-noon

4: **Region 5** workshop; Portfolio Assessment; Presenter: Barbara Van Horn; Altoona.

6, 13 and 20: Learning Differences; Instructor: Richard Cooper, Ph.D. 9 hour course Wednesday afternoons from 2:00-5. Contact Center for Alternative Learning, Bryn Mawr (610-825-8336).

7: **Videoconference; "Newspapers in Correctional Education"**; 12 p.m. Call PBS Adult Learning Satellite Service 1-800-257-2578.

8: ACT 143 APPLICATIONS DUE.

8: **Region 1** Workshop; Common Sense GED, Mary Gall. Avalon Inn, Erie, 9 a.m.-2 p.m.

11: **Region 6** Staff Development Center "Teaching Techniques for the Learning Disabled Adult" presented by Dr. John Harvey; Catholic Diocesan Center, Bishop Daley Hall, 4800 Union Deposit Road, Harrisburg; 9-12. Call (717) 232-0568 for registration information.

11: **Region 7** Advisory Board Meeting; 12 noon-2 p.m. Penn State-Allentown Campus in Fogelsville.

12: Region 1 "Learning Styles", presenter Shirley Mattace; Crawford County Library; 1-3 and 6-9 p.m.

13: **Region 9** tutor training; 5:30-8:30 p.m.

13: **Region 9** Gateway training; 1:30-4:30 p.m.

13: **Region 9** ESL tutor training; 6-9 p.m.

13-16: National Head Start Association; Louisville; Contact Marlene Watkins (703) 739-0875.

14: **Region 3** Audio conferencing workshop; Teacher Action Research; 6-9 p.m. Sites at Scranton, Hazleton, Honesdale, and Towanda.

15: **Region 9** workshop; Computer Technology; 8:45 a.m.-noon

15-17: Educational Computer Conferences 12th Annual National Conference; Baltimore; Theme "Technology, Reading & Learning"; Contact Diane Frost (800) 255-2218.

16: **Region 9** GED training; 9:30a.m.-4:00 p.m.

16-18: 1994 Annual Conference on Lifelong Learning; "Reeducating America: Technology and Higher Education." San Diego; Contact: National University Research Institute, 4025 Camino Del Rio South, San Diego, CA 92108-4110.

18-24: **National Library Week;** Theme: Libraries Change Lives.

20: **Region 9** tutor training; 5:30-8:30 p.m.

20: **Region 9** Gateway training; 1:30-4:30 p.m.

20: **Region 9** ESL tutor training; 6-9 p.m.

22: Region 9 workshop; Teaching Spelling and Reading; 1-3:30 p.m.

22: **Region 3** workshop Audio conference; Hazleton, Honesdale, Towanda. Live in Scranton. Teacher Action Research; 6-9 p.m.

22: **Region 4** workshop. Building Self-Esteem; Patricia Weems; Monroeville.

23: **Region 9** Collaborative Learning Tutor Training; 9:30-a.m.-4:30 p.m.

23: **Region 3** workshop Audioconference; Teacher Action Research; 9:30 a.m.-5 p.m. Same sites as on the 22nd.

23: **Region 1** Self-esteem workshop; Patricia Wimms; Franklin Club, Franklin. 9 a.m.-2 p.m., Contact Maloy Beach (814) 432-7323.

27: **Region 9** tutor training; 5:30-8:30 p.m.

27: **Region 9** Gateway training; 1:30-4:30 p.m.

27: **Region 9** ESL tutor training; 6-9 p.m.

28: Videoconference; "Technology: New Tools for Adult Literacy;" Implications of the research on the use of technology for practitioners; types of technology and applications to adult literacy; **1-3 p.m. Region 7 downlink** at Maginnes Hall, Lehigh University, Contact Ann Koefer (610) 758-6347 or call PBS Adult Learning Satellite Service 1-800-257-2578.

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Pennsylvania's Adult Basic and Literacy Education Newsletter

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VOLUME 13, NUMBER 7 APRIL, 1994

ABLE Bureau adds regional advisors

The Bureau of Adult Basic and Literacy Education recently hired two additional regional advisors and a new special projects advisor. The new regional advisors are John (Sonny) Sloan who will service the Northwest Region and Abbie Brawley who is assigned to the Southwest Region. Although this still leaves the Regional Programs Section of the Bureau one regional advisor short, the personnel of the Section are:

Cheryl Keenan, Bureau Director

Audrey Walter, Administrative Asst.
Richard Stirling, Budget Analyst
Mary Jane Corl, Secretary

Chuck Holbrook, Regional Programs Section Chief

John Sloan, Northwest Advisor
Abbie Brawley, Southwest Advisor
Dale Mace, Central Advisor
Martha Frank, Southeast Advisor
John Zhong, Philadelphia & Delaware Co.

From left: Don Lunday, ABLE Bureau Special Programs and Projects Section Chief; John (Sonny) Sloan, Northwest Regional Advisor; and Larry Goodwin, Special Projects Advisor.

(Cont. on page 2)

IN THIS ISSUE . . .

Virginia adopts adult ed licensure
Distance education consortium issues report
Adult student performance and portfolio assessment
An ESL puzzle
and lots of news for ABLE professionals.

A Section 353 Project Dissemination Report . . .

Catch Them, Calm Them, Keep Them

Although purists might object to referring to prospective adult learners as "them" and to recruitment as "Catch Them," the purpose of this project was well defined and suggests some interesting techniques and activities for improved recruitment and retention in adult basic and literacy education (ABLE) programs.

The problems of **recruitment** and **retention** are still the greatest inhibitors of quality instruction in most adult education programs. A number of successful Special Projects have been funded in Pennsylvania and other states which address those problems either together or separately, but **continued, sustained** successes in either recruitment or retention are rare.

Many adult educators, with whom we agree, identify the instructor as the key person and point to community involvement in the program as fundamental to successful recruitment and retention. In programs where teachers or tutors are visible members of the community and involve the community in the adult education program, the program becomes highly visible and accessible; adult students develop a co-relationship between what happens to them in the adult education program and their everyday lives.

Catch Them, Calm Them, Keep Them developed a professional development program for adult basic and literacy education personnel in rural Central Pennsylvania. Although many of the principles relating to recruitment and retention identified by the project are relevant in most settings, the project identified and worked with techniques and awarenesses unique to a rural setting. For example, lack of transportation is significant in rural areas without mass transit, but is usually not a serious problem in urban areas.

Four topics were identified as professional development workshop titles: "Enrollment Enhancers," "Overcoming Anxiety," "Curbing the Dropout Rate," and "Dealing with Uncomfortable Classroom Situations". Each topic was dealt with in a separate workshop for adult educators from a ten county area.

The first workshop, **Enrollment Enhancers,** stressed the importance of networking in a rural setting as being the keystone to successful recruitment. Representatives of the Clinton County Board of Assistance related the successes they had with clients who were required to attend adult education classes. Other public awareness/networking techniques that were discussed included: public service announcements; flyers distributed at banks, grocery stores, doctors' offices, libraries, community meetings; presentations to community groups; and newspaper articles dealing with human interest-oriented success student stories.

(Cont. on page 2)

Catch, Calm, Keep Them, cont. from page 1

Project Director Carol A. Duff and Project Teacher Carol J. Flanigan, both employed in the Central Intermediate Unit #10 Development Center for Adults in Pleasant Gap, served as presenters for Topic II, **Overcoming Anxiety.** Participants were provided with anxiety reducing activities and systematic relaxation techniques that can be utilized with students to improve performance, especially during the initial stages of the adult education program and during those times when student anxiety is highest such as during testing. Participants felt techniques involving a minimum amount of time would be most effective in a classroom setting. These include a one-minute stress manager, deep breathing techniques and positive self-talk.

Topic III, **Curbing the Dropout Rate,** was presented by Dr. B. Allan Quigley, Regional Adult Education Director for the Penn State/Monroeville Campus. Dr. Quigley has done extensive research in retention in adult education programs and suggests two categories of adult students who can be identified as possible/probable program-leavers: **Resistant Learners** and **Reluctant Learners.**

Resistant learners are usually motivated toward achieving more education, but do not want to attend formal classes. Reluctant learners attend school, but may be hostile, shy, skeptical, distant, etc. The most frequently identified problems with both resistant learners and reluctant learners are usually: transportation problems; child care arrangements; personal and/or family health problems; conflicts with times when classes are scheduled; lack of family support; and fear of failure. In nearly all cases one or more of these problems is used as an excuse for the real reason for leaving a program: lack of personal motivation. According to Dr. Quigley, a personal, genuine desire to achieve will go a long way in overcoming each of these problems.

The final presentation, Topic IV **Dealing with Uncomfortable Classroom Situations,** was presented by Barbara Copenhaver, R.N. who stressed the importance of adult educators being sensitive to the root cause of behavioral and learning problems manifested in the classroom. Adult students with substance abuse problems, personal hygiene problems, etc. may act out frustrations in the classroom.

Unfortunately too few adult educators are trained in identifying these problems and even fewer with how they should be handled. Ms. Copenhaver suggested some behavioral characteristics and changes which might provide clues to various types of personal problems weighing on the adult student. She also identified some community referral sources which are available to assist.

Free loan copies of the final report of **Catch Them, Calm Them, Keep Them** are available from either of the State Adult Literacy Resource Centers which serve as repositories for all Section 353 project reports: AdvancE 1-800-992-2283 and the Western Resource Center 1-800-446-5607, ext. 216.

A Difficult Language

English is a difficult language to learn, as exemplified by the following poem, various versions of which have been attributed to "an anonymous source" and "a bright young student from Kenya."

We'll begin with a box, and the plural is boxes.
But the plural of ox should be oxen, not oxes.
One fowl is a goose, but two are called geese,
Yet the plural of mouse should never be meese.
You may find a lone mouse or a whole set of mice,
Yet the plural of house is houses not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why should not the plural of booth be called beeth?
One may be that, and three would be those,
Yet hat in the plural wouldn't be hose.
And the plural of cat is cats and not cose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.
The masculine pronouns are he, his, and him,
But imagine the feminine she, shis, and shim.
So English, I fancy, you all will agree,
Is the funniest language you ever did see.

From **Reading Today,**
Newsletter of the International Reading Association

REGIONAL ADVISORS, cont.

Although the Northeast Region position is vacant, Martha Frank, former Northeast Advisor, tells us she will maintain close contact with the programs in that region.

Effective March 24, 1994 the GED Program will become part of the Special Programs and Projects Section. We will bring you a personnel chart of that section in our May issue.

Instructional Packets Available — Free

Two new instructional packets dealing with adult learners are available from the U.S. Department of Education Clearinghouse and they're FREE. Produced by the well-known (or infamous) Pelavin Associates (the people who brought you the Quality Indicators materials) the packets are:

"Improving Thinking Skills for Adult Learners" - an instructional packet developed as part of a study of ABE/ESL instructor training approaches. Examines critical thinking and problem-solving skills and factors affecting an individual's ability to think. It also provides strategies for creating an environment that fosters the development of thinking skills; approximately 130 pages.

The other packet is "Learning Disabilities", an instructional packet which examines indicators of learning disability and strategies for teaching learning disabled adults.

Both are available from the Clearinghouse, Division of Adult Education and Literacy, U.S. Department of Education, Washington, DC 20202-7240 (please enclose a self-addressed mailing label). Requests by FAX should be sent to 202-205-8973.

Computerized Literacy Program Management

Literacy Volunteers of America (LVA) is marketing a new software package specifically designed for literacy program management. **Verse 1.0** helps track mailing information, demographics, tutor/student matches, hours, data for volunteers, tutors and learners and 15 predefined reports with the capability of creating new ones.

Verse is available for IBM-PC compatibles and comes in 3-1/2" or 5-1/4" formats.

For more information call LVA at (315) 445-8000.

DISTANCE EDUCATION

Consortium Holds Meeting; Prepares Report

The first annual meeting of the Pennsylvania Distance Education Consortium (PDEC) was held in February at Harrisburg Area Community College and attendees heard Representative David R. Wright, Chairman of the Board of the Center for Rural Pennsylvania, say "Distance education can provide our rural schools with quality instruction at a reasonable cost."

Representative Wright also announced the release of a new Center for Rural Pennsylvania report, **Teleteaching Distance Education**, which examines distance learning needs, current use and the availability of distance learning in the Commonwealth.

Although directly relating to rural schools K-12, the report has a number of ramifications for distance learning as it relates to adult education in rural areas. For example, rural school administrators indicated a need for assistance in five major areas if they were to participate fully in distance learning: 1. financial aid; 2. training for faculty; 3. technical assistance; 4. training for administrators; and 5. facility renovations.

On the other hand some factors inhibiting distance education in elementary and secondary schools such as certification, graduation credits, and scheduling problems usually are not present with adult basic and literacy education (ABLE).

The report which was drawn from research work conducted by the Rural Services Institute of Mansfield University and Epler Enterprises, Inc., submitted six objectives necessary for the future development of distance learning: 1. To determine the need of Pennsylvania's rural districts for distance learning programs in specific subject areas; 2. To inventory and describe programs presently available and the technology and cost needed to access these; 3. To inventory distance learning programs presently being used in Pennsylvania schools; 4. To document position held by educational agencies and organizations on distance learning; 5. To determine how state policy can help satisfy rural school districts' need for distance learning; 6. Identify sources of funding and/or resources that may assist rural schools in implementing distance learning programs.

The report concluded with five recommendations for state government, seven for the Pennsylvania Department of Education, and four for organizations including higher education and an excellent Appendix on distance learning Program Resources (including PENN*LINK) and Funding Resources.

Copies of the report are available from the Center for Rural Pennsylvania, 212 Locust Street, Suite 604, Harrisburg, PA 17101 (717) 787-9555.

COMPETENCY BASED A.B.L.E.

In 1971 when the Adult Performance Level (APL) assessment identified a critical lack of "life skills" on the part of low-literate and other adults, adult education programs began to revise their curricula and program structures to help adult learners achieve some of the skills necessary to take advantage of their personal and societal resources. At that time and for some years after, it was fashionable in adult basic education (literacy, as an organized movement, was just beginning to make itself known in the world of adult basic education) to add the teaching of life skills to the basic instruction in reading and math.

Eventually however, the teaching of life skills (i.e. functional literacy, dealing with life's problems, etc.) began to be absorbed into the instructional curricula in adult basic and literacy education and many programs chose to teach life skills **through** basic skills instruction rather than as a separate discipline.

Those adult educators involved with Competency Based Adult Basic and Literacy Education (A.B.L.E.) would say Competency-Based Education (CBE) is the natural consequence of blending life skills education with adult basic education and the increased emphasis on workforce education is one of the ultimate goals of this combination.

Whatever the androgical (adult learning) history of CBE, many adult basic and literacy educators have incorporated some of CBE's fundamentals into their instructional programs and are, especially with the demand for increased assessment accountability, looking to Competency-Based Adult Education to provide the combinations of educational goals, learning experiences, the attainment of desired competencies and evaluating the results as providing measures of the overall worth of their programs.

What Is Competency-Based Adult Education? The U.S. Department of Education advances one of many definitions of CBE: "A performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society."

The Department goes on further to "define the definition" by explaining "Performance-based Process" (requires some behavior on the part of the learner); "Demonstrated Mastery" (the assessment function for performance); "Basic and Life Skills" (reading and math skills and the ability to cope successfully with personal, social, and work related problems and difficulties); "Function Proficiently in Society" (progress in accommodating to changes in societal demands; society means association with others).

In the Sourcebook for America 2000 in which President Bush sets forth the famous (or infamous) "Six American Educational Goals", the oft-quoted Goal #5 is usually not dealt with in its entirety. The first phrase of Goal #5, "Every adult American will be literate (by the year 2000) . . ." is followed by a statement of purpose which is relevant to Competency-Based Adult Education: ". . . and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Curriculum Development. In 1978 a Special 309 (now 353) Demonstration Project was completed by Penny Sebring of Penn State's College of Education. The project, titled "How to Develop and Evaluate an Adult Competency Curriculum", prepared a handbook designed as a guide and a resource for curriculum development in the area of adult competencies and coping skills. In addition to outlining steps and important considerations in developing a CBE curriculum for adult learners, the final report of the project contains an annotated set of resources, outlines step-by-step the processes of identifying and organizing competencies, writing instructional objectives, evaluating the curriculum, training instructors and evaluation techniques for teachers to maintain oversight as the Competency-Based Adult Program is implemented.

Another source for information is "The Steck-Vaughn Guide to Competency-Based Education" released in 1988. This Guide uses the APL competencies as its base and works through the enrollment process, formal and informal, assessment for placement, the curriculum, assessment of mastery and, naturally, a section relating competencies to Steck-Vaughn materials. It is interesting to note one of the resources referred to in the Guide is the California Adult Student Assessment System (CASAS) which, in its most recently modified form, is gaining some attention in Pennsylvania workforce literacy programs.

For some ABE/GED-ASE/ESL/Literacy programs the jump to Competency-Based Adult Education will be a large one. For others, especially Job Training Partnership Act (JTPA) and English as a Second Language (ESL) programs, the development of a CBE curriculum will not be much of a stretch. At any rate, we recommend **all** adult basic and literacy programs re-look at Competency-Based Adult Education as a possible method of improving the quality of instruction while providing programs with better defined measures of accountability.

AdvancE in Harrisburg (1-800-992-2283) and the Western Pennsylvania Adult Resource Center (1-800-446-5607, ext. 216) can provide ***Buzz*** readers with more information concerning Competency-Based Adult Basic and Literacy Education. Give them a call!

BEST COPY AVAILABLE

TESTING AND ASSESSMENT

Adult Student Performance and Portfolio Assessment

One of the areas in which requests for more information were noted on the recent ***Buzz*** Reader Survey was that of Portfolio Assessment. Although we have featured alternative assessments including the use of portfolios in various issues, the use of portfolios, especially in English as a Second Language and lower-level ABE classes, is receiving more interest as adult basic and literacy education programs develop local assessment programs appropriate to as many of their adult students as possible. Therefore, we note the following sources which you might want to contact:

From **Northwest Report,** newsletter of the Northwest Regional Educational Laboratory:

■ **Characteristics of Student Performance as Factors in Portfolio Assessment.** Individual pieces of work within student portfolios shouldn't be evaluated by themselves, but should be used as part of getting a big picture of student achievement, says a report by Roseanne DeFabio. To describe this broad view of student performance, DeFabio suggests that literature teachers consider five factors when reviewing portfolios: range, flexibility, connections, conventions, and independence. To order, send $4 to: National Research Center on Literature Teaching and Learning, University at Albany, State University of New York, 1400 Washington Avenue, Albany, NY 12222. (Cite report number 3.8)

■ **Use of Portfolios in Assessment of Literature Learning.** A report by Karen Kolanowski identifies trends on how portfolios are used in language arts classes in the United States, Puerto Rico, and Canada and profiles how three teachers are using portfolios to assess literature learning. To order, send $3 to: National Research Center on Literature Teaching and Learning, University of Albany, State University of New York, 1400 Washington Avenue, Albany, NY 12222. (Cite report number 3.7)

■ **Knowledge Brief: Using Portfolios to Assess Student Performance.** A brief by Joan McRobbie of the Far West Laboratory discusses how to score portfolio assessments. McRobbie notes that portfolio designers must identify their scoring criteria, which should be as complex as the problem-solving and higher-order thinking skills the portfolios are designed to measure. The criteria, called "scoring rubrics", usually include a scale of possible points and the major traits scorers should look for. To order, send $4 to: Far West Laboratory, 730 Harrison Street, San Francisco, CA 94107. (Cite order number FW-1192-NW)

We also recommend a second look at Addenda page I of the **Testing and Assessment Handbook** developed as a Section 353 project in 1990-91. One source noted in the Handbook is Susan Lytle of the Literacy Research Center at the University of Pennsylvania. Other suggestions in the Handbook include using portfolio assessment with specific target group (displaced homemakers, lower level readers, etc.). One recommendation made by the Testing and Assessment panel which developed the Handbook was that a **Common Portfolio** be developed which would assist the assessment process when adult learners move from one program to another.

As with so many topics of concern to adult educators it would seem the research has been done in the field of portfolio assessment, but little attempt has been made to translate the research results into application in the classroom.

Perhaps **you** are using portfolio assessment to some degree. If so, please drop us a line tellig us what you're doing and what your experiences have been. We, in turn, will share your comments with our readers. Write to Box 214, Troy, PA 16947 or FAX to (717) 596-4222.

Grants

Association offers research awards, grants

The International Reading Association offers a number of awards and grants designed to support research activities relating to reading education. Here are the deadlines for applying for specific awards and grants.

Helen M. Robinson Award, June 15, 1994. This US$500 award is designed to support a doctoral student who is at the early stages of dissertation research in the areas of reading and literacy.

Outstanding Dissertation of the Year Award, October 1, 1994. This US$1,000 award honors an outstanding dissertation dealing with the fields of reading and literacy.

Albert J. Harris Award, October 15, 1994. This monetary award honors an outstanding published article that contributes to the diagnosis or instruction of learners experiencing problems developing as readers and writers.

Nila Banton Smith Research Dissemination Support Grant, October 31, 1994. This grant of up to US$5,000 is designed to help an IRA member spend from two to 10 months working on a research dissemination activity.

For further information and specific guidelines on submitting proposals for any of these grants or awards, contact: Gail Keating, Research Division, IRA, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139, USA. Telephone: 302-731-1600, ext. 226; fax: 302-731-1057. Applicants must be IRA members.

Tests/Measurements Clearinghouse moves

Although we probably never will receive enough funding to do everything we know should be done to produce a Quality adult education program, a number of creative program directors have plugged into alternative funding sources and "freebies" which can enhance their program delivery.

One source of free material is the Educational Resources Information Center (ERIC) funded by the U.S. Department of Education. ERIC has a comprehensive data-base of materials and information including research project reports, bibliographies of various topics and copies of articles from professional journals and nearly every other source. ERIC Clearinghouses are divided into interest areas including the **Clearinghouse on Adult, Career and Vocational Education (1900 Kenny Road, Columbus, OH 43210)** and the **ERIC Clearinghouse on Tests, Measurements and Evaluation.** The latter Clearinghouse has a new location and name. We note them here as an excellent resource for programs in the process of developing testing/evaluation programs.

The new name is the **ERIC Clearinghouse on Assessment and Evaluation** located at The Catholic University of America, Department of Education, O'Boyle Hall, Washington, DC 20064, (202) 319-5120.

The Clearinghouse on Assessment and Evaluation has expanded its services to become a comprehensive information service and encourages ***Buzz*** readers to take advantage of the many services it provides. We strongly recommend you contact both Clearinghouses and have your name included on their mailing lists.

We should also note that many ERIC materials, including information searches, are available from AdvancE, our adult basic and literacy education (ABLE) resource center located in Harrisburg (1-800-992-2283) and the Adult Literacy Resource Center located in the western part of the state (1-800-446-5607).

ALCOHOL, DRUGS, AND — READING?

By Chris Kemp, Western Pennsylvania Adult Literacy Resource Center (WPALRC) (800) 446-5607, ext. 216

Drug and alcohol addiction remain a serious problem for society, business, and education. Many adult education students have suffered the devastating effects of addiction. Some students are, themselves, recovering from drug or alcohol abuse. Others may be spouses or adults whose childhoods were shattered by a parent's disease. Feelings of hopelessness, helplessness, and low self-esteem make learning difficult.

A variety of professional and instructional materials are available to help tutors and teachers address the problems caused by addiction. Videos provide discussion starters for staff development or classroom settings. **Families, Alcoholism and Recovery** includes case studies illustrating different approaches to issues confronting families affected by alcoholism. The **Everything You Need to Know** series presents information about drugs, alcohol, and the alcoholic parent in an easy-to-read format. Informational materials designed for small children are being developed and added to library collections. Materials focusing on self-esteem development counteract the destructive effects of addiction.

While learning problems are aggravated by the effects of addiction, recovery from addiction can be hindered by literacy problems. Twelve step recovery programs rely heavily on the ability to read. The Twelve Steps and Traditions are read aloud at meetings. Members are encouraged to read program literature daily. Writing skills are required to take the fourth step inventory. Substance abusers who are self-conscious about reading problems may withdraw from the recovery process. The Special 353 Project, A.A. - N.A. Student Tutor Training (available through WPALRC and AdvancE), sought to answer this problem by providing literacy training using program materials. The project produced a final report and training manual including workshop handouts and trainer guidelines. It deals effectively with the issue of anonymity, crucial to any twelve step program or counseling situation. This project would be of interest to anyone tutoring a member of any twelve step program.

These and additional materials dealing with alcohol, drugs, and other life crises are available for loan through WPALRC. Take time to examine these materials at our Spring Open House May 5 and 6. Browse the shelves, search the ERIC database, network with colleagues, tour the building, or reserve a room for your next staff meeting when you attend. Mark your calendar and watch the mail for details! Of course, there is no need to wait until Open House to preview materials - come today, or call 800-446-5607, ext. 216.

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the news-letter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

LICENSURE

Virginia Adopts Licensure for Adult Education

For years the Pennsylvania Adult Education State Plan Task Force has researched and discussed the topic of certification or licensure for teachers and others involved in adult basic and literacy education in Pennsylvania.

Proponents of adult education certification say it opens up a track of professional recognition and preparation which will eventually result in a better educated and trained group of adult education professionals.

Opponents of certification point to the considerable successes of part-time adult education teachers in Pennsylvania adult education and especially the significant involvement of thousands of volunteer tutor/teachers which would be negatively impacted by degree and/or college course requirements leading to mandatory certification.

The Commonwealth of Virginia recently passed a licensure requirement for adult education and adult English as a Second Language personnel.

To lessen the impact upon volunteers, etc. the new regulations permit persons holding a bachelor's degree from an accredited university to receive a provisional license for three years if they also meet the requirements of the new licensures. The individual then has three years to correct any deficiencies. There is also a "grandfather" procedure for adult educators with experience.

What do *you* think about licensure or certification of adult education teachers, counselors, program directors, etc. in Pennsylvania? Write Box 214, Troy, PA 16947 and let us know.

The Pennsylvania Association for Adult Continuing Education (PAACE) at its Midwinter Conference consolidated the *Special Interest Section* into five *Program Divisions*. Pictured here are Division Chairpersons, from left: *Continuing Higher Education* - Cheryl Boyer, Temple University/Harrisburg; *Business and Industry* - Margaret Keeley, Keytec Consultants, Inc., Bensalem; *Adult Basic Education and GED* - Joyce Kerrick, Lackawanna Junior College, Scranton; *Tutors of Literacy in the Commonwealth (TLC)* - Monica Kindig, Midstate Literacy Council, State College. Not pictured are Sandy Strunk, *English as a Second Language* Chairperson and James Imler, *Business and Industry* co-chairperson. The consolidation will provide PAACE members with more opportunities to participate in organizational and Program Division activities. Each Program Division Chairperson will be a member of the PAACE Board of Directors providing closer contact between the Board and the membership.

News from the Regional Staff Development Centers

REGION 4

(412) 661-READ
by Paul Weiss, Coordinator

Region 4 and Region 1 are sponsoring the Western PA Family Literacy Conference on Wednesday, May 25, 1994 at Goodwill Literacy Initiative on Pittsburgh's South Side. The conference will be from 9:00 - 2:30. A variety of speakers will be presenting in a carousel format on family literacy topics. There will also be tables offering information on resources available in this field. **Most importantly, it will be a chance for providers to get together and share ideas.** This is a great opportunity for anyone interested in learning more about family literacy and for those already working in the field! For more information, call Paul Weiss at (412) 661-7323 or 800-438-2011.

Region 4 is offering many workshops this spring (whenever it gets here!!). Please take a look at **It's a Date** for staff development offerings in Region 4. If you or your program has any staff development needs, please call Paul Weiss at the numbers listed above.

REGION 3

Joyce Kerrick, Director; Jane Doualhy, Coordinator; Rebekah Flanagan, Technical Assistant (717) 961-7834

I hope everyone has been able to dig out from all the snow. Many of our training activities have had to be rescheduled as you know.

Dr. Allan Quigley from Penn State Monroeville Campus will be in our area to teach a one credit course on Action Research. This course may be taken for graduate or undergraduate credit. April 14 will be the first night of class (6-9 p.m.). This session will be an audio conference. On April 29 (6-9 p.m.) and April 30 (9 a.m. to 4 p.m.), Dr. Quigley will be in Scranton for the completion of this course. Please call the Center for more information.

We will be having a training workshop on Saturday, April 9, at Shafer's Pink Apple in Tunkhannock. This workshop will have a variety of sessions including Process Writing, Counseling Techniques for Adult Students, ESL Methods and Math for ABE/GED classes.

Registration and gathering will be at 8:30. Sessions will start at 9:00 a.m. and end at noon. Soup and sandwich buffet luncheon will be served after. Come and enjoy.

Don't forget the National Tutoring Conference at Mt. Laurel Resort on April 17-20.

PBS Video Teleconference on "Technology in Adult Literacy" will be available at WVIA in Pittston, PA on April 28. If you will be attending, call the office or call Regina Vance at WVIA (344-1244) to confirm.

REGION TWO

Project STAR

Edie Gordon, Director; Gail Leightley, Coordinator (814) 359-3069

Spring is coming. It says so right on the March page of the calendar. As Region Two begins to thaw out, and the snow slowly disappears, we are planning for the final workshops for this fiscal year.

TECHNOLOGY TELECONFERENCE

One big event for April is the teleconference, "Technology: New Tools for Adult Literacy". On Thursday, April 28th, this program will be presented by the Federal Department of Education/Office of Vocational and Adult Education in partnership with the National Center on Adult Literacy (NCAL) and the PBS Adult Learning Service. The subjects covered include implications of the research on the use of technology for practitioners, different types of technology appropriate for use in adult literacy programs, innovative applications of technology for adult literacy programs, how to get started and/or take the next steps in utilizing technology. The program should be especially valuable for the staff in our region because rural distances are often a handicap for our students, and we keep telling each other that there ought to be some way to use technology to overcome that handicap. Now, we have the opportunity to use the downlinking technology to find out how to use technology to help adults learn.

We'll be downlinking the program at five different sites so that staff throughout the Region will have easy access to it: The Central Intermediate Unit #10 at West Decatur; Penn State University at the Mitchell Building; Penn Tech College in Williamsport; Central Susquehanna Intermediate Unit #16 in Lewisburg; and Mansfield University.

Most of the sites will have at least one person available to talk about his/her use of technology in a local ABLE program. The down-linked program is from 1:00 to 3:00 p.m. The entire program at each site will run about three hours. For specific times at each site or for other information, call Project STAR.

TEACHING TUTORS TO TEACH MATH

On May 6th, we will again co-sponsor a tutor training program with the Susquehanna Valley Adult Literacy Cooperative. Mary Louise Gall will spend the day teaching the tutors some common sense approaches to teaching math skills. The all day workshop will be held at the Central Susquehanna Intermediate Unit #16 building in Montandon from 9:00 a.m. to 3:00 p.m. Tutors and staff from other programs are welcome to attend, but must register in advance. Please call Project STAR or Esther Zabitz at (717) 523-1155, ext. 328.

REGION 6

Beverly Smith, Director; Paula Smith, Coordinator; Phone: (717) 232-0568; Fax: (717) 234-7142

During the month of February, Region 6 held one Advisory Committee and two Executive Committee meetings. The Executive Committee worked on changes in the tuition Reimbursement Guidelines and the Action Research Guidelines. These revised guidelines are now available for regional distribution.

In March, Region 6 held two training workshops. One was on the Tests of Applied Literacy Skills (TALS), and the other was an introduction to the "SuccessMaker" software package. Those attending the workshops received important information regarding the TALS test, the "SuccessMaker" software, and their application to adult education students. Other Region 6 workshops scheduled for April and May are noted in the "It's a Date" section.

The Region 6 office previously compiled a list of all ABE, GED, and ESL classes operating in the region. Region 6 is now in the process of updating these class lists for the summer. If any program in Region 6 wants to add classes to this list or receive a copy of the updated list, please call the Region 6 office at 717-232-0568. The class lists are sent to employees, potential students, and social service agencies upon request.

The Region 6 staff is available to provide technical assistance to adult education programs in the region. Some examples of technical assistance could include assistance with writing grant proposal budgets, assistance writing measures and standards for Quality Program Indicators, assistance writing grant proposal narratives, assistance with computers, and other related help. If your program is in Region 6 and you need such assistance, please call the Region 6 office at 717-232-0568.

If you are not on the Region 6's mailing list and want to be, please call the office, and you will be added immediately.

Staff, cont. from p. 6

REGION 8

Judith Bradley, Director;
Kathy J. Kline, Coordinator;
Belinda Desher, Newsletter Editor. Phone: (610) 971-8518 Fax: (610) 971-8522

Region 8 has moved from "slipping and sliding" through the ice and snow to swimming through the flooded roads. The Center staff congratulates all the professionals that have braved the elements to attend Region 8 activities. Many things have been scheduled, rescheduled and rescheduled again. Thanks for understanding.

Training for the measures and standards for the Indicators of Program Quality was a great success. If you missed your session, don't hesitate to call and see if Kathy or Carol Klauss can come to your program and help.

The CORRECTIONS EDUCATION DAY has been rescheduled for April 9, 1994. It will be from 8:30 am - 3:00 pm at the Bucks County Correction Facility, 1730 Easton Road, Doylestown, PA. If you have not received your flier for registration, call Kathy at the Center today. Topics will include: Multiculturalism, Writing portfolios, Math - pre-GED and GED math relating to vocational skills, and Family Literacy.

The month of March saw many programs contacting the center for special sessions to meet their individual program needs. These information/in-service sessions can be set up in very short time and structured to meet your specific goals and needs. Some examples include: workplace literacy; motivation; general GED information for tutors, as well as, specific tutor training for GED tutors; learning styles video workshops; and learning disabilities video workshops. Each topic is to be presented at the program site, but each is open to persons from any program who would like to attend. Check out your March and April newsletters for dates, locations and times.

With the hope that Spring will come, Kathy Kline is scheduling program site visits for April and May. Why not call today to become a part of program exchanges and peer observations? Remember - there is still tuition money available and the guidelines have changed. Check out your local IU and colleges and take a class to welcome the Spring.

Kathy is in the office on Tuesday, Thursday and Friday, so don't hesitate to call if you need any information or assistance.

ESL

ESSAY PUZZLE

by Charles Kovach,
San Diego State College

English as a Second Language (ESL) students often have trouble understanding the form of a five-paragraph essay. Therefore, I made an essay puzzle. It consists of five boards, one for each paragraph in a five-paragraph essay.

I show the students the three supporting paragraphs first and then the introductory and concluding paragraphs. I may even show them introductory and concluding paragraphs that are inappropriate for the three supporting paragraphs and ask them to tell me why these introductory and concluding paragraphs are inappropriate.

The essay puzzle allows me to use the time I would have spent writing the essay on the board to work individually with students.

New parent guide published

Continuation of successful series

The ASPIRA Association, 1112 16th St. NW, Suite 340, Washington DC 20036, is pleased to announce the second booklet in the series, *Making the Most of Your Child's Education.*

Making the Most of Your Child's Education: More Topics for Parents, published by ASPIRA's Hispanic Community Mobilization for Dropout Prevention Project, gives information to Hispanic parents on how they can be more effective advocates for their children's education at home and in schools.

The booklet is a follow-up to last year's highly successful *Making the Most of Your Child's Education: A Guide for Parents*. The new guide is written in the same friendly, readable format, with group discussion questions and exercises at the end of each chapter. While *A Guide for Parents* focused on how parents can become involved with their children's education at home, *More Topics* looks at how parents can get involved with the school, and with other parents to improve the school.

Both *A Guide for Parents* and *More Topics for Parents* are published in Spanish or English. One to five copies can be purchased for $5.00 each through the National Committee for Citizens in Education (checks payable to NCCE), 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044.

People and Programs . . . in PA ABLE

✲ **Peggy McGuire,** Executive Director of the Germantown Women's Educational Project in Philadelphia, will be a presenter at a pre-conference workshop on Assessing Learning Progress to be held as part of the Laubach Literacy Action (LLA) 1994 Biennial Conference in Little Rock June 1-5.

✲ The **Juniata County Library Literacy Program** is involved in a special project designed to help tutors learn and teach their students one or more of four computer applications commonly used in the workplace. Titled "Keystrokes", the tutors will learn the philosophy and techniques for using computers to reinforce literacy concepts. They will choose those applications appropriate to each of their students (word processing, data base, spreadsheets, graphics) and design computer lessons geared to their students' literacy skills and real-life goals. Hardware, software and coordinator's salary for this project are financed through a Title VI grant of the Library Services and Construction Act. A good example of an **alternative funding source**!

✲ **Esther Zabitz of the Susquehanna Valley Adult Literacy Cooperative** tells us their program has received funding from a number of **alternative funding sources** including: the Magee Foundation; Soroptomist groups in four communities; a church; a writing class in a high school; a Chapter of the DAR; seven Lions Clubs; and two Rotary Clubs. Some groups contributed money, some books, others glasses for adult students. This is truly an example of "coordinated, community-involved" services. Use these examples to get you and your staff "out on the streets" making useful, valuable community contacts.

Tana Reiff's Books Tops on IRA List

Pennsylvania adult educator Tana Reiff of Lancaster has had two low-reading level series of books which she authored carried on the International Reading Association (IRA) "Top Titles for New Readers".

Included were **Timeless Tales**, a series of illustrated anthologies of well-known folktales, myths and fables published by New Readers Press and **Worktales**, a set of ten stories about problems encountered in the workplace. Our congratulations to this writer for adult learners.

It's A Date!

Remember: Contact your regional staff development center for more information about center-sponsored events. For the name and address of your regional center, see the September issue of *"What's the Buzz?"*

APRIL 1994

4: **Region 9** workshop; Self assessment; 8:45 a.m.-noon. District Council 1199 C, 1319 Locust St., Philadelphia.

4: **Region 7** Advisory Board Meeting; 12 noon - 2 p.m.; at Penn State-Allentown in Fogelsville; Contact: Jane Ditmars (610) 758-6347.

4: **Region 5** workshop; Portfolio Assessment; Presenter: Barbara Van Horn; Altoona.

6, 13 and 20: Learning Differences; Instructor: Richard Cooper, Ph.D. Nine-hour course Wednesday afternoons from 2:00-5:00. Contact Center for Alternative Learning, Bryn Mawr (610-825-8336).

7: **Videoconference;** "Newspapers in Correctional Education"; 1 - 3 p.m. Call PBS Adult Learning Satellite Service 1-800-257-2578.

8: **Region 4** workshop; Presenter: Dr. Richard Cooper; "LD Spelling"; Community College of Allegheny County; Homewood; 3 - 5 p.m. Call Paul Weiss at (800) 438-2011 or (412) 661-7323.

8: ACT 143 APPLICATIONS DUE.

8: **Region 1** Workshop; Common Sense GED, Mary Gall. Avalon Inn, Erie, 9 a.m.-2 p.m.

9: **Region 3** ABE/GED Workshop, Tunkhannock; call (717) 961-7834.

9: **Region 8** Corrections Education Day; 8:30 a.m. - 3:00 p.m. Bucks County Correction Facility, 1730 Easton Rd., Doylestown. Call Kathy Kline (610) 971-8518.

11: **Region 6** Staff Development Center "Teaching Techniques for the Learning Disabled Adult" presented by Dr. John Harvey; Catholic Diocesan Center, Bishop Daley Hall, 4800 Union Deposit Road, Harrisburg; 9-12. Call (717) 232-0568 for registration information.

11: Teleconference; "ESL in Adult Education" Part II. Downlink by Region 6. 4 p.m. - 5:30 p.m. Catholic Diocesan Center, Communications Conference Room, Harrisburg; Call Region 6 (717) 232-0568 for details.

11: **Region 7** Advisory Board Meeting; 12 noon-2 p.m. Penn State-Allentown Campus in Fogelsville.

12: **Region 1** "Learning Styles", presenter Shirley Mattace; Crawford County Library; 1-3, 6-9 p.m.

13: **Region 9** tutor training; 5:30-8:30 p.m.

13: **Region 9** Gateway training; 1:30-4:30 p.m.

13: **Region 9** ESL tutor training; 6-9 p.m.

13: **Region 4** workshop; Presenter: Khalid Raheem; "Gangs"; East Liberty Presbyterian Church; 9-12 noon; Call Paul Weiss (800) 438-2011 or (412) 441-7323.

13: **Region 7** workshop; "Critical Thinking and Reading"; Presenter: Dr. Jesse Moore; 1-3 p.m. at Lehigh County Community College, Allentown; Contact Lauren Giguere (610) 776-1998.

13-16: National Head Start Association; Louisville; Contact Marlene Watkins (703) 739-0875.

14: **Region 3** Audio conferencing workshop; Teacher Action Research; 6-9 p.m. Sites at Scranton, Hazleton, Honeadale, and Towanda.

15: **Region 9** workshop; Computer Technology; 8:45 a.m.-noon; District Council 1199 C, 1319 Locust St., Philadelphia.

15-17: Educational Computer Conferences 12th Annual National Conference; Baltimore; Theme "Technology, Reading & Learning"; Contact Diane Frost (800) 255-2218.

16: **Region 9** GED training; 9:30 a.m.-4:00 p.m.

16-18: 1994 Annual Conference on Lifelong Learning; "Re-educating America: Technology and Higher Education." San Diego; Contact: National University Research Institute, 4025 Camino Del Rio South, San Diego, CA 92108-4110.

17-19: National Tutoring Conference; Mt. Laurel Resort; call **Region 3** at (717) 961-7834.

17-24: **National Library Week;** Theme: Libraries Change Lives.

17-23: **National Volunteer Week.**

20: **Region 9** tutor training; 5:30-8:30 p.m.

20: **Region 9** Gateway training; 1:30-4:30 p.m.

20: **Region 9** ESL tutor training; 6-9 p.m.

22: **Region 9** workshop; Teaching Spelling and Reading; 1-3:30 p.m. District Council 1199 C, 1319 Locust St., Philadelphia.

22: **Region 4** workshop. Building Self-Esteem; Patricia Weems; Bidwell Training Center; 9:30 - 3:00; Call Paul Weiss at (800) 438-2011 or (412) 661-7323.

22: **Region 4** workshop; CCAC-South Campus; 6-8 p.m. Presenter: Dr. Richard Cooper "LD Spelling"; Call Paul Weiss at (800) 438-2011 or (412) 661-7323.

23: **Region 9** Collaborative Learning Tutor Training; 9:30-a.m.-4:30 p.m.

23: **Region 3** workshop Audioconference; Teacher Action Research; 9:30 a.m.-5 p.m. Same sites as on the 22nd.

23: **Region 1** Self-esteem workshop; Patricia Wimms; Franklin Club, Franklin. 9 a.m.-2 p.m.; Contact Maloy Beach (814) 432-7323.

25: Annual Adult Literacy Dinner, Adult Literacy Action, Monaca Turners on Brodhead Road. Call (412) 773-7814.

27: **Region 9** tutor training; 5:30-8:30 p.m.

27: **Region 9** Gateway training; 1:30-4:30 p.m.

27: **Region 9** ESL tutor training; 6-9 p.m.

28: Videoconference; "Technology: New Tools for Adult Literacy;" Implications of the research on the use of technology for practitioners; types of technology and applications to adult literacy.

Region 7 downlink; 1 - 3 p.m. at Maginnes Hall, Lehigh University, Contact Ann Koefer (610) 758-6347.

Region 6 downlink; 1 - 3 p.m.; Catholic Diocesan Center, Bishop Daley Hall, Harrisburg; Call Region 6 (717) 233-0568 for details.

Region 4 downlink; 1 - 3 p.m.; site to be announced; call Paul Weiss (800) 438-2011 or (412) 661-7323.

Region 2 downlink; 12:30 - 4:30 p.m. Locations at Mansfield University, Penn Tech in Williamsport, Central IU #10 in West Decatur, Penn State in University Park, Central Susquehhanna IU #16 in Montandon. Some sites will have speakers to talk about their experiences in using technology as an aid to teaching. Call Project STAR (814) 359-3069 for more information.

28: **Region 5** workshop; Conflict Resolution; Presenter: Brian Frey; Somerset Vo-Tech.

28: 60 minute program; "Reaching Learners Through Telecommunications; 11 a.m. to 12 noon; WVIA, Pittston; PBS Adult Learning Satellite Service; 1-800-257-257828.

28: **Region 4** workshop; Presenter: Mary Peterson, "GED"; Western Pennsylvania Adult Literacy Resource Center; 9:30 - 2:30; Call Paul Weiss at (800) 438-2011 or (412) 661-7323.

29: **Region 2** workshop; "Teams Need Training - TNT"; 9:30 a.m. - 3 p.m. CIU #10 Development Center for Adults, 110 East Bald Eagle St., Lock Haven; call (717) 893-4038.

29: **Region 3:** Action Research Class; Presenter: Dr. B. Allan Quigley; 6 - 9 p.m. Call (717) 961-7834.

29: **Region 9** workshop; Selecting materials; 8:45 a.m.-noon; District Council 1199 C, 1319 Locust St., Philadelphia.

29: Section 322 APPLICATIONS DUE

30: **Region 6** workshop; "Teacher Sharing Day"; 9 a.m. to 2:30 p.m. Lincoln IU #12, New Oxford; call Region 6 (717) 232-0568 for details.

30: **Region 9** Collaborative Learning Tutor Training; 9:30-a.m.-4:30 p.m. District Council 1199 C, 1319 Locust St., Philadelphia.

30: **Region 3;** Action Research Class; 9 a.m. - 4 p.m.; Presenter: Dr. B. Allan Quigley.

MAY, 1994

1-3: 3rd Annual National Conference on Family Literacy; National Center for Adult Literacy; Louisville; Contact Sally Jessee, (502) 584-1133.

2: **Region 7** Advisory Board; 12 noon - 2 p.m. Penn State-Allentown in Fogelsville; Contact Jane Ditmars (610) 758-6347.

3: **Region 6** Advisory Committee Meeting; 9:30 a.m. - 12 noon; Catholic Diocesan Center, 2nd floor conference room, Harrisburg; call Region 6 (717) 232-0568 for details.

5: **Seventh Annual Computers and Adult Literacy Conference;** Drexel University, Philadelphia. Free. Contact Mayor's Commission on Literacy, (215) 875-6602.

5: **Region 5** workshop; Theory and Method; Presenter: Priscilla Carmen; Altoona Library.

6: **Region 1** "Educational Enabling"; Presenter: Mary Lindquist; New Castle Public Library; 9 a.m. - 3 p.m. Contact Marcia Anderson (412) 654-1500.

6: **Region 2** workshop; 9 a.m. - 3 p.m. at the Central Susquehanna Intermediate Unit, Lewisburg; topic "Teaching Math to Adults"; Basic and GED math, using a common sense approach; Call Project STAR (814) 359-3069 or Esther Zabitz at CSIU #16 (717) 523-1155, ext. 328.

6: **Region 4** workshop; ARIN IU #28, Shelocta; Presenter: Dr. Richard Cooper; "Tic Tac Toe Fractions'" Call Norma Ewing (412) 545-2324.

6: **Region 5** workshop; Theory and Method; Presenter: Priscilla Carmen; Lewistown.

6: **Region 7** workshop; "GED Math"; Presenter: Amy Wilson; 10 a.m. - 2 p.m.; Lehigh University/ Mountaintop Campus; Contact Ann Koefer (610) 758-6347.

6: **Region 9** workshop; Identification of a Learning Disabled Learner; 8:45 a.m. - noon; District Council 1199 C, 1319 Locust St., Philadelphia.

7-8: Adult Education Forum sponsored by AAACE.

8-12: 39th Annual Convention of the International Reading Association (IRA); Toronto, Canada. Theme: "Connections, Collaboration, Leadership and Literacy." Contact IRA, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139.

9: Teleconference: "New Demographics – Our Changing Society"; 4-5:30 p.m. Contact Kentucky Educational Television (KET), 1-800-354-9067.

11, 12, 13: LITERACY CONFERENCE; Theme: "Preparing Literacy Programs for a Statewide Literacy Awareness Campaign." Contact Nancy Woods (412) 773-7810.

13: **Region 5** Computer Workshop; Johnstown; Presenter: Dr. Barbara Woodruff.

14: **Region 9** workshop; Teaching Reading Skills in an ESL Class; 9:30 a.m. - 12:30 p.m. District Council 1199 C, 1319 Locust St., Philadelphia.

15-21: NATIONAL ADULT AND CONTINUING EDUCATION WEEK.

16, 17: Federal Conference on Volunteers; Washington, DC. Sponsored by the U.S. Department of Education. Contact Mary Seibles, (202) 205-9403.

18: **Region 5** Computer Workshop; Somerset; Presenter: Dr. Barbara Woodruff.

18: **Region 6** workshop; "Administrators and Program Directors Workshop on Stress and Time Management"; 10 a.m. - 2 p.m.; Site to be announced; call Region 6 (717) 232-0568 for details.

19: **Region 7** workshop; "Read TV"; Presented by ProJeCt of Easton and "When Bonds Are Broken" by Northampton County Prison; Contact TriValley Literacy for details (610) 758-6347.

20: **Region 9** workshop; Staff Conflict Resolution; 8:45 a.m. - noon; District Council 1199 C, 1319 Locust St., Philadelphia.

25: **Region 1** and **Region 4** Western Pennsylvania Family Literacy Conference; 9 - 3:30; Pittsburgh; Call Paul Weiss (800) 438-2011 or (412) 661-7323.

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Pennsylvania's Adult Basic and Literacy Education Newsletter

Tell Us What's Happening in Pennsylvania | Literacy | E.S.L. English as a Second Language | What's The BUZZ? | General Educational Development | A.B.E. Adult Basic Education | Be All You Can Be — Adult Education Is the Key

VOLUME 13, NUMBER 8 MAY, 1994

$84 Million Available for PA ABLE in 1993-94

PA 2000 releases inventory of ABLE Funding

Pennsylvania 2000 is a coalition of business, education and state government leaders committed to education reform. It was established by Governor Casey to help Pennsylvania move aggressively toward the achievement of Goal 5 of the National Education Goals: "By the year 2000 every adult American will be literate . . .".

In addition to a statewide inventory of current adult basic and literacy education (ABLE) services in the state, Pennsylvania 2000 will sponsor a statewide conference on marketing and marshaling resources (May 11-13, 1994) and is presently developing a "call for action" which will be partially implemented with a concerted media campaign to begin in September.

The latest publication from the organization is an inventory of funding presently available (1993-94) in Pennsylvania for adult basic and literacy education programs and affiliated activities.

Dedicated Funds are funds which **must** be used for ABLE programs. The total of these funds in 1993-94 is $30,866,713 which includes the State Adult Literacy Education Grant ($7,750,000), the Federal Adult Education Act Grant ($11,617,329), the Federal McKinney Homeless Act Grant ($376,121), a grant for the State Literacy Resource Center ($358,745), and the

(cont. on p. 2)

IN THIS ISSUE . . .

A Program Profile – Illiteracy: Whose Problem Is It?
A Section 353 Report: Special Techniques for LD Adults
A Reader Writes about Adult Ed Certification
Collaborative Learning in Adult Education
News from Your Regional Staff Development Centers
And much more adult education news from Pennsylvania.

Literacy Must Meet Needs

The National Education Goals established by the nation's governors in 1989 call for universal adult literacy by 2000. **Yet only a fraction of adults who lack literacy skills participate in literacy programs, and an even smaller number stay long enough to benefit.** Clearly, if universal literacy is to be achieved by the next decade, new ways of perceiving and presenting adult literacy are needed.

A new report from the National Center on Adult Literacy at the University of Pennsylvania reviews the literature and cites a growing body of research suggesting that literacy programs will be most effective if they look to innovative approaches to integrating instruction into everyday experiences.

"We have coined the phrase 'giving literacy away' for the strategy of trying to situate literacy education within the logistic and cultural contexts of learners' everyday activities rather than within the school-like institutional contexts characteristic of many providers," the authors write.

Before more innovative programs can be designed, the authors say, more clues are needed on why some people partici-

(cont. on p. 2)

The ABLE Bureau Special Programs and Projects Section

In last month's **Buzz** we brought you the "Table of Organization" of the Regional Programs Section of the Bureau of Adult Basic and Literacy Education (ABLE). We are happy to report the Bureau is nearly up to strength after a long period of understaffing and list for you here the members of the other section: THE SPECIAL PROGRAMS AND PROJECTS SECTION.

ABLE Bureau Director: **Cheryl Keenan**

Regional Programs
Section Chief:
Chuck Holbrook

Special Programs and Projects
Section Chief: **Don Lunday**

Secretary: **Beth Bates**

Helen Hall - Director of Staff Development

Ella Morin - Special Demonstration Projects

Bob Staver - Research & Evaluation Chief

Secretary: **Caryn Watson**

Larry Goodwin - State GED Administrator

Anita Emery - GED Program Manager

Mary Jane Corl -
GED Program Technician

Literacy must meet needs, cont.

pate and persist in literacy programs while others resist or drop out. What researchers do know is that the reasons people embrace or reject literacy programs are deeply complex and uniquely personal.

"Adult participation in literacy education is a multi-faceted phenomenon influenced by numerous inter-related forces in individuals' personal makeup, their families, their lives, and the environment and society in which they grow, learn, work and live," the authors say.

"To improve access to and interest in programs and activities that encourage literacy development, we must understand the various roles literacy plays in individuals' lives, how it is perceived – the social meanings attached to its development and use – and how it is actually used," the authors conclude.

To order the report, *Expanding Theories of Adult Literacy Participation: A Literature Review*, send $5 to: National Center on Adult Literacy, Dissemination/ Publications, 3910 Chestnut Street, University of Pennsylvania, Philadelphia, PA 19104-3111.

Excerpted from the Northwest Regional Educational Laboratory (NWREL) newsletter. Contact NWREL at 101 S.W. Main Street, Suite 500, Portland, OR 97204.

PA 2000, cont. from page 1

Corrections Education Program Grant ($6,600,000). All of these grants are administered by the Department of Education with an additional amount of dedicated funding of more than $4 million administered by the state Department of Community Affairs, the Department of Labor and Industry and the Department of Public Welfare.

Other Available Funds which may be used for ABLE programs total $53,207,621 including the Department of Education administration; EvenStart program; Job Training Partnership Act State Education Grant for 1993 (JTPASEG); and grants from the Library Services and Construction Act. Slightly more than $44 million in this category is also available from the state Departments of Commerce, Community Affairs, Labor and Industry and Public Welfare.

Grant Totals for the state are $30,866,713 in Dedicated Funds and $53,207,621 in additional available funds.

For copies of this newest Pennsylvania 2000 brochure dealing with funding, contact JoAnn Weinberger, Task Force Staff Director and Executive Director of the Center for Literacy in Philadelphia (215) 474-1235.

Spring at Last!

By Chris Kemp, Western PA Adult Literacy Resource Center (WPALRC)

When Punxsutawney Phil saw his shadow, February 2nd, he promised us six more weeks of winter . . . AND WE GOT IT!!! At last, it's over! The signs of spring are all around us: birds singing, flowers blooming, and program directors emerging from April's proposal writing marathon. WPALRC celebrates the season with Open House, that wonderful time where we display new materials, see old friends and meet new ones, and share information about Adult Education. Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education, is joining us at two informal receptions to meet Western Pennsylvania literacy providers and discuss a variety of issues facing adult education. Please come and share the vision, either Thursday evening, May 5 or Friday morning, May 6. Call 800-446-5607 ext. 216 for details.

If you can't come to the receptions (the staff will cry a little), WPALRC is still ready to serve. Hold a staff meeting at the Center, or have a workshop brought to you. If you were forced to miss workshops over the last year, you may want to look at their project reports. An especially good report and video series came from the Tutor Training Workshops sponsored by Tutors of Literacy in the Commonwealth (TLC), Sherry Spencer, Chairperson, and facilitated by Mary Lindquist and Marcia Anderson (AE 3025-933). Materials may be borrowed for four weeks.

Call WPALRC at 800-446-5607 ext. 216 to let us know how we can serve you, now that Spring is really here.

'94 Midwinter Conference Not a SnowOut . . .

At least this was the conclusion of those persons in attendance who took the time to complete the Conference Evaluation Forms. Although none of the nine categories assessed in the evaluation were rated as "excellent", none were "marginal" or "poor" (the two lowest ratings) and in the 26 subtopics ranging from "distance traveled" through "adequacy of the location/schedule/general sessions/published program/overall evaluation/specific workshop evaluation" only three were rated less than "good" (the next to highest rating). Distance traveled, Meals and Concurrent Schedules of Meetings were rated lowest.

Comments on the evaluation forms covered a wide range with some respondents noting their pleasure in the arrangements and presentations while others felt presentation quality and arrangements such as the continental breakfast and coffee breaks should be improved.

Perhaps the favorite comment to PAACE Board members reviewing the evaluation forms came from a hardy soul who said, "I loved the conference - - had a great time! The weather was great! Have it again next February, and do the snow thing."

Our Readers Write . . .

Dear Adult Educators:

I am writing in response to an article in "What's the Buzz?" on licensure for adult educators (April, 1994). I am an Area Field Supervisor for the Mid-State Literacy Council. With my coworkers, I work to recruit and train volunteers who meet one-on-one with adult learners who are reading at the fourth grade level or below. Our program serves over 500 adults each year, and we see many learners progress to new jobs, greater independence, obtaining the GED, and increased self confidence. Without our volunteers, however, this would not be possible.

The idea of requiring volunteers to work toward a college degree would weaken our program and exclude almost fifty percent of our volunteers. Those volunteers who do not have college degrees are often senior citizens, and it would be absurd to expect them to pursue a degree in order to maintain their work with a literacy council. In addition, many literacy programs offer services in areas that do not have easy access to institutions of higher education. These dedicated people give their own time to help a struggling adult learn survival and job skills. They are an integral part of lifelong education in Pennsylvania.

Although I realize the importance of professionalizing the field of adult education, it should not be done at the adult learners' expense. Losing the services of the many volunteers who would not fulfill the proposed requirements would devastate programs all over the state. I suggest that the professional requirements only be applied to paid adult education staff. This would allow an increase in recognition and training for the full or part time adult educator without devastating the volunteer based literacy councils across the state. I hope that you will consider this for the sake of all of the adults in our state who have learned to read with the help of a volunteer - regardless of that volunteer's educational background.

Sincerely,
Shelby McClintock, Mid-State Literacy Council, Clearfield

A PROGRAM PROFILE | ILLITERACY: WHOSE PROBLEM IS IT?

This was the intriguing title of a workshop offered as part of the fall workshops for 1993-94 and as soon as we shared in the opening remarks of presenter Mary J. Jendrey, Executive Director of the Alle-Kiski Literacy Council in New Kensington, we knew that, as with so many fall workshops and midwinter sessions, the workshop title had little relevance to the content.

However, we were not disappointed as we listened for nearly two hours to Ms. Jendrey trace step-by-step the establishment of her program and how it has become an integral part of her community in Western Pennsylvania.

As Ms. Jendrey puts it:

"Think about it. As program leaders we often feel we must take on the problems of illiteracy by ourselves. We see so many needs and so many problems. We strive to meet all of them, often times by ourselves. I know in my own experience that I sometimes had to look in the mirror to see just what hat I was wearing! In spite of all my good intentions I kept hitting my head against a brick wall!

"I recognized that I lived in a wealthy community. Oh, I don't mean financially. I mean with people who had talent and expertise that the program so desperately needed. My challenge then was, 'how do I get them involved?'.

"It all began in half of a small room in the basement of a library. The program was a project of the library and funded by one small grant from the PDE. The grant allowed for very little and the program reflected this. There was one very part time coordinator; 10 students; 10 tutors; few books; and no new ideas. The advisory board was made up of other non-profit agency directors. All really nice people, but let's face it, they were looking for the same things that the literacy council was looking for. It was my first week of work and I had to fire the Board!"

At Erie Fall Workshop from left, *Bill Jendrey*, Alle-Kiski Literacy Council Volunteer, *Susan Hays*, Director of the Clarion County Literacy Council, and *Mary Jendrey*, workshop presentor and Director of the Alle-Kiski Council in New Kensington.

"It was my first week of work and I had to fire the Board!"

Ms. Jendrey goes on to emphasize her actions in "firing" her Board of Directors was neither to place blame for the program's problems on the Board members, nor to take out her frustrations when faced with problems of budget, community involvement, program improvement, etc.

Rather, she presents an eight-point checklist which she has developed and emphasizes the importance of working hard to put each of the points into place. In this regard she notes:

"How did I fire my Board - - I didn't; they did it themselves. I approached them with my dream about the wonderful program we could develop to help the entire community. With visual aides and handouts I presented very clearly what it would take to make something happen. What did we have and what did we need?"

After presenting her "vision" to the Board, Ms. Jendrey asked for help from the members to locate persons in the community who could perform the roles she envisioned for the Board of Directors - - representatives of business, local newspaper and television outlets, libraries and schools and most segments of the community including a tutor and adult student - - persons who could bring their expertise to the Board of Directors and help the literacy program become part of the community.

When faced with the reality of how members of the Board **should** be able to enhance the program's various activities, most of the established Board members graciously stepped down; many made suggestions for replacements to take their places which met the criteria established by Ms. Jendrey.

For programs faced with this same Board of Directors problem, she says,

"One of the most important assets to any non-profit organization is a strong Board of Directors. The original advisory committee that managed our program was made up of directors of other non-profit agencies. They were all great people but carried very little clout with any of the major funding sources at the local level. Besides that they did not have the skills we needed in specific areas such as accounting, legal and educational. After careful planning a profile was put together of what type of Board member could make things happen for the program."

As for the eight points which served as the basis for not only selecting members of the Board, but for determiners of program activities as well, we list them here as a reference to established and new adult basic and literacy programs wishing to set up a plan of action for program improvement:

1. Establish a plan, mission, goal of how you want the program to develop in 1, 2, 3, 4, 5 years; 2. List what you will need to fulfill this plan; 3. Take inventory of what is presently available (staff, funds, other assets, community resources, etc.); 4. Compile a statistical report appropriate to literacy needs in your area; 5. Develop a marketing plan -- communications, public awareness; 6. Carefully review the members of your Board of Directors to determine how each individual 'fits in' in light of your program goals; 7. Look at your community and attempt to identify individuals who can help reach your goals; 8. List the characteristics of what you want your program to be - - however, be realistic in determining your role, responsibilities, etc.

"Now that you have a vision, a plan of action, facts to back you up, and you are committed to the task," says Ms. Jendrey, "it is time to put your plan into motion. Remember, never lose sight of the reason you want a better program. The reason must always be to provide a quality program that will teach adults so that they are better able to function in their lives and in the community. If your reason is to gain self praise or personal financial in-

(cont. on p. 7)

Collaborative Learning in Adult Education

by Susan Imel
excerpted from ERIC Digest #113

One of the most frequently mentioned characteristics of adult education is the fact that it should be collaborative or participatory in nature. Support for collaboration and participation in adult learning is based upon a philosophical approach to adult education emerging from the progressive education movement, one of several movements upon which adult education's philosophical foundations are based. Although the need for collaboration and participation is emphasized in much of the adult education literature, there is little empirical support for collaborative learning (CL) as the best way to educate adults; there is also little discussion of collaborative learning itself, that is, what it is, how it is implemented, and its strengths and weaknesses. This **Eric Digest** provides an overview of collaborative learning and describes how the process of collaborative learning can become a part of formal or institutionalized adult education activities (as opposed to autonomous or independent adult learning groups).

Call it **participatory learning, functional context literacy** or **collaborative learning** the move toward greater involvement of adult learners in developing and maintaining what happens in the classroom is gaining increased acceptance.

What Is Collaborative Learning?

The following form the basis for CL:

- Both facilitators and learners become active participants in the educational process.
- The hierarchy between facilitators and learners is eliminated.
- A sense of community is created.
- Knowledge is created, not transferred.
- Knowledge is considered to be located in the community rather than in the individual (Whipple 1987).

CL has its origins in a number of movements and philosophies, most of which have influenced progressive adult education. It draws heavily from the schools of experiential learning and student-centered learning that are based on the work of the philosopher, Dewey, and the social psychologists, Piaget and Vygotsky. It also uses information from the field of social psychology, particularly small group theory advanced by Lewin. Critical thinking, as a form of education, and problem-centered learning have also contributed to CL.

Collaborative learning assumes that knowledge is socially, rather than individually, constructed by communities of individuals and that the shaping and testing of ideas is a process in which anyone can participate. Furthermore, it stresses the importance of common inquiry in learning, a process through which learners begin to experience knowledge as something that is created rather than something that is transmitted from the facilitator or teacher to the learner.

CL addresses the issue of how authority is distributed and experienced in the learning setting. The pre-eminent idea behind CL is that learning is significantly enhanced when knowledge that is created and transmitted is shaped by the activities and perspectives of the group, so the facilitator's role as an authority and source of knowledge is reduced.

How Can Collaborative Learning Be Facilitated?

Adult learning in formal or structured settings, however collaborative, differs from the autonomous learning that adults choose to do because the facilitator usually designs and structures activities to ensure that maximum learning occurs. Thus, it becomes the responsibility of **the instructor** to create a climate in which CL can occur. Three important elements to foster CL in formal settings are the environment, the role of the facilitator, and the role of the learners. Although the three are intertwined, they are discussed separately.

The Collaborative Learning Environment

CL can take place only in an environment in which participants feel free to exchange ideas and share experiences in order to create knowledge. Therefore, the environment should be unthreatening and democratic, discouraging hostile competition as well as encouraging mutual respect for the ideas and opinions of others. To create this environment, learners must be willing to listen to and respect different points of view as well as tolerate divergent opinions, engage in discussion and conversation rather than speech making and debate, take on and exercise the authority relinquished by the facilitator, and develop a sense of commitment and responsibility to the group. In turn, facilitators must be willing to surrender complete authority for the learning process and become co-learners with other participants.

Although in adult learning activities facilitators and learners are jointly responsible for establishing the environment, however, it is the responsibility of the facilitator to take the lead.

In addition to taking the lead in establishing an appropriate environment for CL, the facilitator has other responsibilities, two of which are preparing learners for collaborative work and planning for CL. Learners will need to become familiar with the process of CL, develop skills in collaboration and acquire enough content background to permit them to work in a collaborative learning situation. Not all adults are accustomed to collaborative learning situations, and facilitators have a responsibility to describe CL and provide a rationale for its use as well as any training needed to engage in it effectively. Facilitators also need to prepare learners in terms of the content by providing them with a common framework and background from which to begin.

In planning for CL, the facilitator must consider where and in how much of the learning activity collaboration is appropriate; establish and communicate clear objectives; use suitable techniques; prepare content materials, including developing meaningful questions or problems for group work; structure groups; and provide a clear sense of expected outcomes of group work.

The Role of Learners

CL also calls for significant role shifts for the student: from listener, observer, and note taker to problem solver, contributor, and discussant; from low or moderate to high expectations for class preparation; from a private to a public classroom presence; from attendance dictated by personal choice to that having to do with the expectations of the collaborative learning group; from competition to collaboration with peers; from responsibilities associated with learning independently to those associated with learning interdependently; and from viewing teachers and texts as the sole sources of authority and knowledge to viewing peers, oneself, and the thinking of the group as additional, important sources of authority and knowledge. Facilitators can prepare learners for these shifts in their roles, including the need to assume greater responsibility for their own learning.

What Issues Are Affiliated with Collaborative Learning?

CL is not without problems and issues. Those most frequently mentioned in the literature include cultural biases toward competition and individualism that militate against collaboration, the tradi-

(cont. on p. 7)

A Section 353 Project Report . . .

RACC Develops Special Techniques for LD Adults

The Adult Education Program at Reading Area Community College (RACC) has been involved with adult basic and literacy education (ABLE) for many years. As is the case with other ABLE programs, the RACC program has enjoyed an increase in the number of entering adult students who have special learning needs because of differences in their learning patterns.

Pieter Miller, Dean of Student Services and Continuing Education at the College, has addressed the challenge in a number of ways. He and Mary Schmidt who coordinates ESL, ABE and GED programs at RACC completed a project titled "Practical Applications of Alternative Teaching Methods" a few years ago and last year (1992-93) received a Section 353 grant to expand this project. The result was a series of three staff development workshops conducted by Dr. Richard Cooper of the Center for Alternative Learning in Bryn Mawr in which paid instructors and volunteer tutors were introduced to information relevant to helping special learning needs adults by "Special" techniques.

The report of the project titled "Helping Learning Disabled Adults through Special Tutorial Techniques" gives in detail the workshop content, how the teachers and tutors used what they learned with individual adult learners and how, in most cases, a nearly phenomenal improvement in achievement resulted.

As with most programs dealing with special needs adults the first workshop centered around an explanation of some basic qualities and learning/cognitive characteristics of a learning disabled adult.

In the reception/perception of information and the subsequent processing and communicating of the results, the learning disabled adult may utilize what Dr. Cooper identifies as four **major** and three **minor** situations or activities which may inhibit learning in the "traditional" pattern:

Major

1. Visual – can be wide field or narrow field.
2. Auditory – Mis-hear, can stick on first sound or syllables and not hear the rest, have ambiguous vocabulary, mispronunciation comes out because don't hear correctly.
3. Right/left discrimination > reversals, these students can't make decisions, have memory difficulty, directionality, if choices aren't clear, the student can't decide.
4. Racing mind or attention deficit disorder, students skip letters, skip steps, have tangential thinking, faster it goes > more trouble, are always in a hurry, won't check or proofread.

Minor

1. Motor coordination: a) gross motor or b) fine motor: eye/hand > handwriting tracking, lips and tongue.
2. Sequencing: can't put in logical order, show non-sequential logic.
3. Organizational: can't categorize.

It was in the second and third workshops that teachers and tutors began to get some practical, relevant suggestions from Dr. Cooper as to how to adjust their instructional methods and curricula to **remedialize** specific disabilities. There are certain patterns which are typical of learning disabled adults and the instructor must develop techniques appropriate to the identification of individual language problems. Nearly all successful instructors of special needs adults agree the key to success is experimentation and trying various teaching/learning techniques until something that works is achieved. Dr. Cooper presented some learning patterns and characteristics which could be screened by instructors and some appropriate instructional techniques for handling learning problems.

1. The instructor should determine if the student knows the alphabet, can read it and identify all of the letters. This is important and, although the tutor should not spend all the instructional time teaching the alphabet, emphasis should be put on recognition of those letters the student does not recognize. Dr. Cooper suggests using various sizes and types of print to demonstrate the letters.

2. The student knows the basic sounds of letters. A problem in this area may indicate an auditory processing difficulty. Use environmental words dealing with family, neighborhood, job, etc. and develop basic sounds in this context. Some students must see and hear a word many, many times before it is in the memory. Sometimes starting with base words and adding prefixes and suffixes to produce compound words will be effective (e.g. **football**; **ball**game, etc.). Other teaching strategies suggested in the workshops were:

1. Decoding skills
   a. phoenetics may work
   b. word part decoding
      1. prefixes
      2. suffixes
      3. root words
      4. small words in words
   c. reverse word attack
      - - - - - - - - - - - ance
      - - - - - - - - - - dance > go
      - - - - - - - tendance backwards
   d. word comparisons/differences
      - board - broad
      - compete - complete
   e. stopping reversals
      example: saw - was
      was is more common, so learn "w"= weighted learning

      example: on - no
      say "n", say "o" = no
2. Leaving off endings
   have students just read the ends of words from selected paragraphs so they will become accustomed to common ones - ly, ing, s, ies, ed, tion, ment, ance, ence, etc.
3. Triggers
   watch for places in oral reading where a student may see a word such as profit, but say cash
4. Comprehension
   check for weak vocabulary - maybe can't understand the nebulous or abstract
   check basic, common word meanings
   experiential - help student integrate vocabulary into their own life's experience rather than that of the author's
5. Writing and Spelling
   - have student write using high interest words
   - have student write everyday
   - have student write short notes to people using words he/she needs to know

Workshop #3 dealt with using Dr. Cooper's very effective method which he developed as an alternative instructional method in mathematics. "Tic Tac Toe Math" has been used throughout the state with great success and the comments of the RACC project teachers who used Tic Tac Toe Math with their students support its effectiveness. Space limitations do not permit us to print all the suggestions, teaching techniques and practical teaching tips which Dr. Cooper covered in the three workshops involved in the project. However, the final report, complete with outlines of each workshop, is available on a free loan basis from either of the Adult Literacy Resource Centers in Pennsylvania; Harrisburg (800) 992-2283; Gibsonia (800) 446-5607, ext. 216.

NEWS FROM YOUR REGIONAL STAFF DEVELOPMENT CENTERS

Region 1

With the end of another school year so close, we are spending time evaluating this past year's many training opportunities. Time has also been spent thinking about the different ways we can continue to provide quality staff training next year. It would be greatly appreciated if Region #1 educators would take a few moments to write or call this office with ideas or thoughts about staff training in the region. It would be very helpful to know the kinds of staff training you and your program feel are most worthwhile when planning for next year. The staff development office address and phone number are at the end of the article.

Mary Lindquist, who has been the program director for the Crawford County READ Program for the past ten years, will be presenting a workshop in New Castle on May 6. The topic is "Educational Enabling". Enabling, in psychology, happens anytime one person does something for another which that person can and should do for themselves. In adult education and literacy, it keeps a learner from progressing if too much "help" is given. By understanding this concept of "debilitating help" versus genuine "facilitating help", remedies can be learned to reverse the negative impact.

On May 20, Dr. Kenneth Garrison will be presenting a one day workshop entitled "Multi-Culturalism" at the Riverside Inn in Cambridge Springs, PA.

The Western Pennsylvania Family Literacy Conference will be held at the Goodwill Literacy Initiative in Pittsburgh on May 25. This is being supported by Region #1 and Region #4. Through demonstrations, discussion, and hands-on participation, attendees will obtain valuable information which can be easily transferred to family literacy projects.

For more information concerning these training sessions look for flyers in your mail or call the Region #1 Staff Development Office, 814-454-4474. Write: 2922 State Street, Erie, PA 16508.

Region 3: Joyce P. Kerrick, Director, Jane Doualhy, Coordinator, Rebekah Flanagan, Assistant, 717-961-7834 or 7864

Region 3 Staff Development Center at Lackawanna Junior College is happy to announce that Cheryl Harmon, from the AdvancE Resource Center in Harrisburg will be presenting her "Road Show" on May 25, 1994 from 1 - 4 pm at LJC for anyone interested in seeing some of the resources available from AdvancE. She will also highlight the many services that she can provide for your programs. Please RSVP by May 20 so that we can plan effectively for this program.

Some of the Region 3 staff will be attending the Pennsylvania 2000 conference on May 11 in Carlisle. If you need any information about this program for your own staff, call the office.

We are planning an all day training called "Computer Skills for the Adult Literacy Office." This will be offered for six CEU's from LJC. The date is Wednesday, June 1, 1994 from 9 am to 4 pm at LJC in the computer lab. This class will be eligible for Tuition Reimbursement funds. The cost will be $400 and will include disks with the PDE forms for individual program use. Anyone that is interested in this class should call the office to reserve a space and also to let us know the computer software packages that you use so that we can customize the training.

Tuition Reimbursement money is still available for personnel from Region 3. If anyone from your program is taking, or has taken, a class that may be eligible, call for information. Technical Assistance is also available for programs in our Region.

Region 7

Region 7 Welcomes Spring with ***Math in May!*** Amy Wilson will present a program which promises to bring both innovative ideas for the experienced math instructor . . . and new confidence for the insecure math teacher. So, bring your questions and come to Lehigh on May 2. This program will run from 10:00 am until 2:00 pm with a working lunch in which to meet your colleagues and share ideas. Following this presentation, Tri-Valley Literacy will publish a booklet of Amy's ideas on GED Math, so watch for this learning packet which will be available in June.

Motivation/Self-Esteem and the Adult Learner will provide the educator with a review of the literature as it applies to these topics. Presenter Dr. Judith Rance-Roney will give concrete examples of models to build increased self-esteem. Various approaches to motivation will be discussed and participants will be guided in recognizing implications for their own teaching situations. This is an "Evening for Educators" program, which will be presented on May 9 from 7:00 - 9:00 pm.

Just in case you were stuck in the snow last February . . . here is an opportunity to see two excellent presentations which were prepared for the 94 PAACE Midwinter Conference. Come to ***Read TV*** to learn how Helen Patterson and Nancy Walters used television as a positive force in one-to-one tutoring. ***When Bonds Are Broken*** will be presented by Twila Evans, Rae Connors, Emily Bradbury and Jennifer Cole of Northampton County Prison. This project is based upon a Barbara Bush grant which focuses on fathers in family literacy. Both presentations will be given on May 19 from 12:30 to 3:30 pm in Bethlehem.

Commencement 94 is geared to the three R's: Recognition, Reflection and Revitalization. All administrators, counselors, teachers, tutors and office staff of Region 7 are invited to the Tower of Iacocca Hall on June 6. Here we will gather to **recognize** the growth of our staff members over the past year. We will **reflect** upon our progress towards personal goals and objectives. And, we will **revitalize** our efforts with opportunities for summer courses, independent study and action research in hopes of coming back with new strengths in the Fall. Mark your calendar now and plan to join us for this celebration of ongoing staff development.

Region 9: Donna Cooper, Director; Diane C. Inverso, Coordinator (215) 875-6602

The Mayor's Commission on Literacy will sponsor the following tutor training workshops: **Basic Tutor Training** (9-12 hours): May 11, 18 and 25 from 5:30-8:30 p.m.; May 14, 9:30-4 p.m. and May 21, 9:30-12 noon; June 8, 15 and 22 from 1:30-4:30 p.m.; June 8, 15 and 22 from 5:30-8:30 p.m. **GED:** May 14, 9:30-4 p.m. **English as a Second Language** (9-12 hours): June 8, 15 and 22, 6-9 p.m. To register for these sessions call (215) 875-6602.

The Resource Room will be open on Wednesday evenings until 6:30 p.m. Between now and the end of the fiscal year Region 9 (Philadelphia County) will offer six more staff development workshops. The locations of these workshops will be in the Ballroom at 1319 Locust Street, Philadelphia. Call (215) 875-6602 to register.

5/6/94 (8:45-12:00 noon) *Identifying Learning Disabilities* - Neil Sturomski, Director of the National Adult & Learning Disabilities Center

5/7/94 (9:30 am - 12:30 pm) *Teaching Reading Skills in an ESL Class* - Christa Snow, Nationalities Service Center

5/20/94 (8:45 am - 4:00 pm) *Staff Conflict Resolution* - Lorraine Marino, Senior Organizational and Management Development Consultant, CIGNA Systems, CIGNA Corporation

6/1/94 (Beginning Level) **& 6/3/94** (Experienced Level) **(8:45 am - 12 noon)** *Assessment and Testing* - Participants from the Adult Literacy Practitioner Inquiry Project, National Center on Adult Literacy

6/4/94 (9:30 am - 12:30 pm) *Teaching Writing Skills in an ESL Class* - Christa Snow, Nationalities Service Center

Plans for **a Retreat Day (6/17/94, 12:30 pm -3:00 pm)** are still being resolved. Everyone is invited from Region 9 to participate in this retreat day activity which will take place at the MCOL offices at 1500 Walnut St., 18th Floor. It is important that we come together and share our ideas and thoughts about the staff development activities in Region 9.

This month the applications for tuition reimbursement, adult continuing education, and technical assistance mini-grants will be reviewed for the last time. If you are planning to submit any of these applications please do so soon. Call 215/875-6602 if you need more information.

The **Adult Literacy Mentoring Practitioner Inquiry Project (ALMPIP)** will have their final meetings on May 13th (9 am-11 am) and June 17th (9 am - 12 noon). ALMPIP has provided nine participants with five mentors the opportunity to read, to write, and to talk about practice and about research and theory on topics related to participant's particular interests and needs. Final project reports will be presented at the June 17th meeting.

If you are not on the Region 9 mailing list and want to be, please call the Mayor's Commission on Literacy (215/875-6602).

Region 5

Happy Spring! The birth of a new season brings with it a full training schedule at the South-Central Region 5 Staff Development Center. If you would like to get on our mailing list or receive monthly copies of our newsletter, please call the Center. We will be happy to add your name to our data base.

Several recent trainings the Center sponsored were very exciting and worthwhile. On two weekends in March Dr. Allen Quigley of Penn State-Monroeville instructed a one-credit course on "Recruitment and Retention in Adult Education Programs." This course was attended by 10 of Region 5's adult education staff, who all left with an action research plan on retaining learners to apply to their own programs. The evaluations of the class were very positive. A side benefit of this class was the opportunity for class participants to network and socialize with other adult educators from across the region.

Barbara Van Horn of the Institute for the Study of Adult Literacy at Penn State presented a workshop on "Portfolio Assessment" to over 20 tutors in the Altoona area on April 14. She tied this idea in with the Indicators of Program Quality and gave specific strategies for implementing such an assessment method. This workshop was planned as a direct result of a request from a Region 5 educator. Please be aware that the Center has the funds available to present training that is requested by the region. Please tell us what you would like to see!

Many workshops are planned for the remainder of the program year. Workshops on computer applications, conflict resolution, Total Quality Management, and adult theory and methods highlight the schedule. For more information on these workshops please call the Center at (717) 248-4942.

As always, we value the cooperation and support of the programs in Region 5. We especially want to thank Vince Nedimyer and Donna Moyer of the Altoona Area School District, Jack Demuth of the Hiram G. Andrews Center, Terri Gillam of the Juniata Valley School District, Jim Hudack of SCI-Cresson, Carole Holes of the Blair County Literacy Council, Tom Wojcicki of the Somerset Area Vo-Tech, Tony Crimarki and Tony Piro of the Johnstown Vo-Tech and Lois Heart of Huntingdon County Employment and training for hosting training sessions the past two years.

Again, for more information on our upcoming Spring schedule of events, please call the Center at (717) 248-4942.

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the newsletter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

CL, cont. from p. 4

tional class structure that frequently does not allow sufficient time for true collaboration to occur or for group members to establish trust and a sense of group security, the difficulty in providing feedback that accommodates the needs of both the group and the individual, the reluctance of learners to accept their peers as legitimate sources of knowledge, the inability of facilitators to relinquish their traditional role, and the development of appropriate and meaningful collaborative learning tasks. Because they did not give sufficient time and attention to this last issue, some adult educators have been accused of providing "warm and fuzzy" learning experiences that did not necessarily result in any real learning.

What Are the Key Benefits of Collaborative Learning?

Collaborative learning - -

- provides an environment for democratic planning, decision making, and risk taking
- allows participants to acquire insights into the potential and power of groups as well as develop their independence as learners
- helps individuals develop better judgment through the exposure and resolution of previously unshared biases
- enables adults to draw on their previous experiences by tapping their reservoir of accumulated wisdom and knowledge

As yet, there is little empirical evidence on the effectiveness of CL as it relates to learning outcomes in adult education. However, research at the primary and secondary levels reveals that students learn better through noncompetitive, corroborative group work than in classrooms that are highly individualized and competitive. Whether or not this is true with adults is still largely untested.

Buzz readers wishing to research the topic Collaborative Learning in Adult Education further should contact the ERIC Clearinghouse on Adult, Career and Vocational Education, 1900 Kenny Road, Columbus, Ohio 43210 and request Digest #113. The Digest also contains an extensive bibliography.

Whose Problem?, cont. from p. 3

dependence you are doomed from the beginning."

The proof that Mary Jendrey knows what she is talking about? Look at her program's accomplishments during her first four years:

* a growth in students served from 10 the first year to more than 300.
* a managing Board of Directors made up of local community leaders and representatives of local corporations including a tutor representative and a student representative.
* grants of support from a variety of sources including local businesses, foundations and civic groups.
* use of volunteers in program management ranging from tutors to clerical assistants to public relations workers to fundraisers, etc.
* an executive director and program coordinators for each level and category of instruction and administration.
* a 5,000 square foot facility renovated and furnished with 100% gifts and community donations totaling $175,000.
* a wide range of instructional and support programs including all levels of adult basic and literacy education, ESL, prison literacy, homeless programs, family literacy, computer assisted instruction including individual learning labs, student support groups, a speakers' bureau and a broad referral network including human service organizations and schools in the program's service area.
* a quality program with a 95% success rate.

In sharing her success with other programs, Ms Jendrey says,

"It will take a lot of time and effort on your part. Getting everything together before you go out to sell it is a very time consuming process. I will pass on to you some very true advice from a friend and co-worker when I first began this process: 'If you really want it you can have it. It will mean endless hours of hard work on your part, hours that you will give for free.' She was right! But what a difference they have made!"

CFL Publishes New Adult Literacy Handbook

The Center for Literacy in Philadelphia has just released an updated, expanded edition of their **Adult Literacy Handbook for Students and Tutors.** This fourth edition is based upon the whole language approach (reading and writing are best taught as meaningful communication) and **Collaborative Learning** is a key element which is stressed in the Handbook. This, because the author Dr. Anita Pomerance of CFL feels "adult learning takes place best in partnership, with students and their tutors learning together and from each other."

The revised Handbook is $9.50 and may be ordered from CFL at 636 S. 48th Street, Philadelphia, PA 19143.

For more about Collaborative Learning, see our article on p. 4.

BEST COPY AVAILABLE

It's A Date!

Remember: Keep in touch with your regional staff development center for more information about center-sponsored events.

MAY, 1994

1-3: 3rd Annual National Conference on Family Literacy; National Center for Adult Literacy; Louisville; Contact Sally Jessee, (502) 584-1133.

2: **Region 7** Advisory Board; 12 noon - 2 p.m. Penn State-Allentown in Fogelsville; Contact Jane Ditmars (610) 758-6347.

3: **Region 6** Executive Committee Meeting (8:30), Advisory Committee Meeting; 9:30 a.m. - 12 noon; Catholic Diocesan Center, 4800 Union Deposit Road, 2nd floor conference room, Harrisburg; call Region 6 (717) 232-0568 for details.

5 and 6: WESTERN PENNSYLVANIA ADULT LITERACY RESOURCE CENTER OPEN HOUSE; Gibsonia. Call 800-446-5607, ext. 216.

5: **Seventh Annual Computers and Adult Literacy Conference**; Drexel University, Philadelphia. Free. Contact Mayor's Commission on Literacy, (215) 875-6602.

5: **Region 5** workshop; Adult Ed. Methods; Presenter: Priscilla Carmen; Altoona Library. 12:30-3:00.

6: **Region 1** "Educational Enabling"; Presenter: Mary Lindquist; New Castle Public Library; 9 a.m. - 3 p.m. Contact Marcia Anderson (412) 654-1500.

6: **Region 2** workshop; 9 a.m. - 3 p.m. at the Central Susquehanna Intermediate Unit, Lewisburg; topic "Mathaphobia"; Basic and GED math, using a common sense approach; Presenter Mary Louise Gall; Call Project STAR (814) 359-3069 or Esther Zabitz at CSIU #16 (717) 523-1155, ext. 328.

6: **Region 4** workshop; ARIN IU #28, Shelocta; Presenter: Dr. Richard Cooper; "Tic Tac Toe Fractions"; Call Norma Ewing (412) 545-2324.

6: **Region 5** workshop; Adult Ed. Methods; Presenter: Priscilla Carmen; Lewistown. 12:30-3:00.

6: **Region 7** workshop; "GED Math"; Presenter: Amy Wilson; 10 a.m. - 2 p.m.; Lehigh University/Mountaintop Campus; Contact Ann Koefer (610) 758-6347.

6: **Region 9** workshop; Identification of a Learning Disabled Learner; 8:45 a.m. - noon; District Council 1199 C, 1319 Locust St., Philadelphia.

7-8: Adult Education Forum sponsored by AAACE.

8-12: 39th Annual Convention of the International Reading Association (IRA); Toronto, Canada. Theme: "Connections, Collaboration, Leadership and Literacy." Contact IRA, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139.

9: **Region 7** workshop: Motivation/Self-esteem and the Adult Learner; Presenter: Dr. Judith Rance-Roney; 7-9 p.m. Lehigh University; Contact Jane Ditmars: (610) 758-6347.

9: Teleconference: "New Demographics – Our Changing Society"; 4-5:30 p.m. Downlink at Region 6 SD Center 4-5:30 p.m. Catholic Diocesan Center, Communications Conference Room, 4800 Union Deposit Road, Presenter: Dr. Harold Hodgkinson. Call (717) 232-0568 or contact Kentucky Educational Television (KET), 1-800-354-9067.

12: **Region 8** workshop; "Ask the GED Teacher"; 7-9 p.m.; Indian Valley Public Library, Telford; Presenter: Carol Brane, Chester County IU.

10. PAACE Board Meeting; Harrisburg Hospital; 10:00-2:00.

11: PENNSYLVANIA 2000 Conference: "Call to Action: Mobilizing for Adult Literacy and Learning Invitational conference for leaders from business, education, media and government. Carlisle, 8-3:30.

11, 12, 13: LITERACY MARKETING CONFERENCE FOR TLC DIRECTORS. By invitation; Theme: "Preparing Literacy Programs for a Statewide Literacy Awareness Campaign." Contact Nancy Woods (412) 773-7810.

13: **Region 5** Computer Applications Workshop; Johnstown; Presenter: Dr. Barbara Woodruff. 10:00-1:00.

13: First Annaul Benefit Dinner for the Perry County Literacy Council; 6:30 p.m. at the Penn National Race Course, Grantville. Call (717) 567-7323 for information.

14: **Region 9** workshop; Teaching Reading Skills in an ESL Class; 9:30 a.m. - 12:30 p.m. District Council 1199 C, 1319 Locust St., Philadelphia.

15-21: NATIONAL ADULT AND CONTINUING EDUCATION WEEK.

16, 17: Federal Conference on Volunteers; Washington, DC. Sponsored by the U.S. Department of Education. Contact Mary Seibles, (202) 205-9403.

17: **Regions 1 and 2 Cooperative Workshop;** 1-4 and repeat at 5:30-8:30; Topic: Nurturing Students; Old Plymptonville Elem. School, Clearfield; Speaker: Kathy Kalinosky. Call (814) 359-3069 or (814) 454-4474.

18: **Region 5** Computer Applications Workshop; Somerset; Presenter: Dr. Barbara Woodruff. 6-8:30 p.m.

18: **Region 6** workshop; "Administrators Workshop on Stress and Time Management"; 9:30 a.m. - 2 p.m.; Radisson-Penn Harris Hotel and Convention Center, Camp Hill; Presenter: Sue Ellen Lewis, Lackawanna Junior College; call Region 6 (717) 232-0568 for details.

19: **Region 8** workshop; Learning Styles II, Video Workshop; 6:30-9:30 p.m. Indian Valley Public Library, Telford; Presenter: Shirley Mattace; Moderator: Kathy Kline.

19: **Region 7** workshop; "Read TV"; Presented by ProJeCt of Easton and "When Bonds Are Broken" by Northampton County Prison; Iacocca Hall, Lehigh University; Contact TriValley Literacy for details (610) 758-6347.

20: **Region 2** Staff Development Advisory Council meeting; 9:30-3:30; Centre County Vo-Tech, Pleasant Gap; call (814) 359-3069.

20: **Region 1** workshop; Multi-Culturalism; Presenter: Dr. Kenneth Garrison; Riverside Inn; Cambridge Springs; 9 a.m. -2:30 p.m.

20: **Region 5** workshop; Conflict Resolution. 12:30-3 p.m. Presenter: Brian Frey; Call (717) 248-4942.

20: **Region 9** workshop; Staff Conflict Resolution; 8:45 a.m. - noon; District Council 1199 C, 1319 Locust St., Philadelphia.

20: THIRD ANNUAL ADULT EDUCATION EXPO '94: USX Tower Lobby; 8-5; 11 colleges and universities in the Pittsburgh area discuss programs available.

21: THIRD ANNUAL ADULT EDUCATION EXPO '94; Monroeville Mall; 10-5.

23: **Region 6** Workshop-Teaching to Cross-Cultural Learning Styles; 6:30-8:30 p.m. Lincoln IU #12, 65 Billerbeck St., New Oxford. Presenters Jaclyn Frey and Joe Morales, Lancaster-Lebanon IU #13.

23: **Region 6** follow-up to "Effective Teaching Techniques with the Learning Disabled Adult"; Presenter: Dr. John Harvey; time and place to be announced. Call Region 6 at (717) 232-0568 for details.

25: **Region 8** workshop presenting hands-on activities and materials along with student/tutor pairs to show how to teach to a student's specific learning style needs; at Bucks County IU, Room A, 6:30-9:30 p.m.; Call (610) 971-8518.

25: **Region 1** and **Region 4** Western Pennsylvania Family Literacy Conference; 9 - 3:30; Pittsburgh; Call Paul Weiss (800) 438-2011 or (412) 661-7323.

25: **Region 6** workshop; Teaching to Cross-Cultural Learning Styles; Catholic Diocesan Center, Bishop Daley Hall, 4800 Union Deposit Road, Harrisburg; Presenters: Jaclyn Frey and Joe Morales, IU #13.

25: **Region 3** Workshop; Cheryl Harmon talks about the AdvancE Resource Center; at Lackawanna Junior College; Call (717) 961-7834.

JUNE, 1994

1: **Region 3** workshop; Computer Training Class; Call (717) 961-7834.

1: **Region 9** workshop; Assessment and Testing; 8:45 a.m.-12 noon; District Council 1199 C, 1319 Locust St., Philadelphia.

1-4: Commission on Adult Basic Education (COABE) National Conference; Phoenix. Outstanding Adult Learner Awards to be presented. Contact Karen Mills (602) 223-4280.

2-5: 1994 LLA Biennial Conference; Little Rock. Theme: "The Challenge of Change." Contact your local literacy council or Laubach Literacy Action, Box 131, Syracuse, NY 13210.

3: **Region 9** workshop; Assessment and Testing; 8:45 a.m.-noon; District Council 1199 C, 1319 Locust St., Philadelphia.

4: **Region 9** workshop; Teaching Writing Skills in an ESL Class. 9:30 a.m.-12:30 p.m. District Council 1199 C, 1319 Locust St., Philadelphia.

6: **Region 5** workshop; 3:30-5:30 p.m. Applied Experiences; Presenters: Dr. Shirley Woika, Tonya Hoffman, Helen Guisler, Vicky Henry; at the TIU Adult Education and Job Training Center; 1 Belle Avenue, Lewistown. Call Helen Guisler (717) 248-4942.

6: **Region 7** Advisory Board meeting; 12 noon-2 p.m. Followed by "What's New at AdvancE?" Presenter: Cheryl Harmon, Adult Education Resource Specialist; 2-3:30 p.m.; Iacocca Hall, Lehigh University Mountaintop Campus; Contact: Jane Ditmars (610) 758-6347.

8: **Region 6** Staff Development Workshop on "Alternatives to the GED: How to Earn a Regular High School Diploma"; 9-12 noon. Site to be determined. Call Region 6 at (717) 232-0568 for details.

20-21: **Region 2** follow-up workshops for Project READ at various locations; Speakers: Leslie Shelton and Holly Fulghum-Nutters; Call Project STAR (814) 359-3069.

20: **Region 2** Project READ Train the Trainers; Speakers: Leslie Shelton and Holly Fulghum-Nutters; Centre County Vo-Tech; 5:30-8:30; call (814) 359-3069.

27-28: PAACE Board Strategic Planning Retreat; Elizabethtown.

AND THIS SUMMER . . .

July 17-20, 1994: State GED and Adult Education Administrators; Louisville; Contact Fred Edwards, (202) 939-9400.

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Pennsylvania's Adult Basic and Literacy Education Newsletter

Tell Us What's Happening in Pennsylvania | Literacy | E.S.L. English as a Second Language | What's The BUZZ? | General Educational Development | A.B.E. Adult Basic Education | Be All You Can Be — Adult Education Is the Key

VOLUME 13, NUMBER 10 JUNE, 1994

A Call to Action . . .

Mobilizing for Adult Literacy and Learning in Pennsylvania

And mobilize they did. The 200+ leaders of Pennsylvania business, education (including adult basic and literacy education [ABLE] providers and representatives of the ABLE Bureau), government and news organizations met on May 11 in a concerted, no time out, head-to-head discussion of what's wrong with literacy in Pennsylvania and how, through the combined efforts of those present, it could be fixed.

Financial support for the conference was provided by Mellon Bank Corporation as part of their extensive efforts to counteract illiteracy in Pennsylvania. Richard Torbert, Mellon PSFS vice president for Corporate Affairs and chairman of the Pennsylvania 2000 Adult Literacy Task Force said: "Mellon Bank and its partner sponsors believe solving Pennsylvania's illiteracy problem is a top priority. The goal of this milestone event is to increase substantially the number of literate adults in Pennsylvania by sharing information that will spur legislative and marketing initiatives."

In addition to introductory comments by Edward Donley, Co-chair (with Governor Casey) of Pennsylvania 2000, Andrew Hartman, Director of the National Institute for Literacy, Helen Wise, Deputy Chief of Staff for Governor Casey, and Kathleen Fulton of the Office of Technology Assessment for the U.S. Congress, JoAnn Weinberger, Executive Director of the Center for Literacy in Philadelphia, gave a brief analysis of the long-awaited results of the **State Literacy Survey** (see page 3).

On the dais at the Mobilizing for Adult Literacy and Learning Conference, from left, Edward Donley, Co-chair of Pennsylvania 2000 and a member of the State Board of Education, Helen Wise, Deputy Chief of Staff for Governor Casey, and Andrew Hartman, Director of the National Institute for Literacy.

Those at the conference attended two of four workshop/discussion sessions: "Financing Workforce Education"; "Technology Opportunities and Investment"; "The State Adult Literacy Act: Next Steps"; and "Building Coordinated Systems for Literacy". Each group prepared resolutions for action which were submitted to the entire body in the afternoon session. To make sure speakers kept to the point and persons voting for resolutions had an opportunity for questions and comments, the afternoon session was chaired by K. Leroy Irvis, former Speaker of the Pennsylvania House. Dr. Irvis is a former English teacher and a stern taskmaster who led the House for a total of eight years - - a record. The Conference closed with a wrap-up and charge to action by Theodore Hershberg of the University of Pennsylvania.

"The goal of this milestone event is to increase substantially the number of literate adults in Pennsylvania by sharing information that will spur legislative and marketing initiatives."

– Richard Torbert
Mellon PSFS Corporation

The State Adult Literacy Act: Cheryl Keenan, Director of the Pennsylvania Bureau of Adult Basic and Literacy Education, acted as facilitator for the session dealing with the STATE ADULT LITERACY ACT: Next Steps. This group started their discussion with the funding issue that adult literacy is a chronic public problem that demands publicly funded solutions.

The State Adult Literacy Act:

- Adopted in 1986 to provide state funds to support adult literacy.
- Presently 5-6 million adults in Pennsylvania (⅓ of the state's population) **cannot use the printed word for daily requirements of living and working.**
- Programs supervised by the Bureau of Adult Basic and Literacy Education (including programs funded with $11.6 million in federal and $7.75 in state funds) serve 53,800 adults or only 2.3% of the population.
- There has been no increase in State Adult Literacy Act funding in **5 years.**

Among other solutions, the conference adopted a resolution submitted by the group calling for an increase in state Adult Literacy Act funding to $10 million with federal and state funding of literacy in Pennsylvania to reach at least 10% of those in need (as contrasted to the

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IN THIS ISSUE . . .

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and lots of *News You Can Use*
in Adult Basic and Literacy Education in Pennsylvania.
Have a good summer – – – We'll be back in September!

Cheryl Keenan, Director, Pennsylvania's Bureau of Adult Basic and Literacy Education (ABLE), serves as facilitator for the PA 2000 discussion group dealing with the State Literacy Act.

2.3% presently being served). This would require about $60 million in new funds annually.) The other resolutions of the State Adult Literacy Act group and the other three groups will be printed and disseminated to programs and influential individuals throughout the state.

Coordination: One of the loudest, clearest messages coming from all of the discussion groups and reflected in many of the adopted resolutions pertained to the critical need for increased coordination of resources and services among those organizations, programs and individuals presently providing literacy and adult education services in Pennsylvania.

Discussion included "horror" stories about needy adults "falling through the cracks", being denied eligibility for services, being dropped from programs before their learning goals had been met – these and other situations result every day from the fragmented, unarticulated programs of adult literacy services in our state.

The establishment of one funding stream administered by one office or organization charged with oversight responsibilities for **all** literacy services was only one of the many action items adopted which would impact upon coordination of literacy services.

There is little doubt that, arguably next to funding, **coordination of services** is our biggest problem in Pennsylvania adult education. More than one corporate representative made the statement that until literacy providers get their acts together they will find great difficulty in tapping private sources of funding.

Accountability was mentioned in conjunction with nearly every recommendation for increased funding. Reducing your program's services to a statistical representation will not be easy, nor perhaps consistent with your program's objectives, but each program would be well advised to try and quantify what they are doing if they are going to ask for additional funding from public or private sources.

Our congratulations to JoAnn Weinberger of the Center for Literacy, Mellon Bank, and the members of Pennsylvania 2000 for the hours and hours of time and energies spent in setting up this conference. From our perception just getting the various business, media, education and community group representatives together to discuss **action** solutions to the problems we face every day cannot help but impact positively on the cause of literacy in Pennsylvania.

Pennsylvania 2000

A statewide coalition for education reform. Created by Governor Casey in 1992.

PURPOSE: to exert joint leadership and support of business, education, and state government in a way that achieves the National Education Goals in order to ensure a world class work force and citizenry by the year 2000.

MEMBERSHIP: 35 members – 19 from the private sector (business, industry, etc.), eight from statewide organizations representing education officials and parents (State Board of Education, Pennsylvania Department of Education, Pennsylvania School Boards Association, Pennsylvania Federation of Teachers, Pennsylvania State Education Association, etc.), and eight from state government (four from the Legislature and four from the Executive branch).

RELEVANCE TO ADULT EDUCATION: Goal 5 of the original National Education Goals states: "Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship" (this is now National Goal #6).

Professional Development

Penn State-Monroeville Offers Summer Adult Ed Courses

The Monroeville Center (suburban Pittsburgh) of Penn State University has released its listing of summer courses and six adult education courses will be available: Introduction to Adult Education; Program Planning; Research and Evaluation in Distance Education; Adult Literacy in Theory and Practice; Critical Perspectives of Adult and Continuing Education; and Examining the Research: Meta-Analysis of Research for Adult Education Practitioners; Ethics an Issues in Adult and Continuing Education.

In addition eight other summer courses with relevance to adult education will be offered. These range from assessment to counseling to computer courses.

The Monroeville Center for Continuing Education and Graduate Education may be reached at (412) 372-4095.

Indiana University of Pennsylvania is offering two 3-credit courses and a workshop in Pittsburgh all of which are of interest to adult educators.

On the IUP campus AC 620, "Introduction to Adult and Community Education," will be offered by Dr. Gary Dean Tuesday and Thursday evenings. This course is an overview of the philosophical and historical bases of adult education and proceeds to a study of current programs and processes. AC 625, "Teaching and Learning in Adult and Community Education," is taught by Dr. Trenton Ferro on Mondays and Wednesdays from 5:30-9:30 p.m. and examines learning theories, instructional methods and techniques and evaluation methods.

"Enhancing Participation and Retention in Adult Education" has been offered in Pittsburgh since 1981 as a workshop in which students identify a "research site" (agency, program, etc.) and develop a plan to improve, increase and enhance the involvement of adults in the programs of their research site.

For more information about any of these programs call IUP's School of Continuing Education at 1-800-845-0131.

Remember: Your regional staff development center may still have some funds available for reimbursement for these courses.

AdvancE

by Cheryl Harmon
Adult Literacy Resource Specialist

The AdvancE Literacy Resource Center has had a busy year in a lot of "behind the scenes" work to support adult literacy efforts of local providers, the Bureau of ABLE and national literacy agencies. While most may be aware that Section 353 resources are regularly disseminated to local program tutors, teachers and administrators for adaption, many might not be aware of how others know about good work in Pennsylvania adult education.

The State Literacy Resource Centers are responsible for the dissemination of Section 353 projects into the field of adult literacy. Within the state, such dissemination takes place through reviews of completed projects by individuals and groups. The resource specialist visited Regional Staff Development Centers and local programs and selected new 353 resources to answer search requests. Information about projects was also provided in the 1992-93 *Project Abstracts* booklet. The booklet provides a succinct look at the nature of funded projects and of their results.

Production of the abstract booklet enabled Pennsylvania to disseminate information about the projects to various national agencies. Of course, the U.S. Department of Education receives all projects for announcement in its periodicals, "A.L.L. Points Bulletin" and the "Special Answers for Special Needs". The Educational Resources Information Clearinghouse (ERIC) will process almost all demonstration projects for inclusion in a national database and in several other clearinghouses, such as those for ESL and for literacy education. Pennsylvania project directors whose projects are included are notified by AdvancE.

In addition, several other national agencies were notified about Pennsylvania Section 353 projects. Abstract booklets were mailed to the National Institute for Literacy (NIFL), the National Adult Literacy and Learning Disabilities (NALLD) Center, and the National Center on Adult Literacy (NCAL). The booklet was mailed also to all **other** state literacy resource centers and to state directors of adult education.

This kind of extensive coverage of Section 353 projects does several things on behalf of Pennsylvania providers. It provides the Bureau of ABLE with a vehicle for promoting the adoption/adaption of projects. It helps give project directors a way to attain recognition for new literacy activities. It also keeps a Pennsylvania presence in national agencies which recognize the consistency of our dissemination efforts. To learn more about Section 353 projects, contact either of the state literacy resource centers for reprints of projects such as "Changes", or for new projects such as "Research Distilled" and "Taking the Language Home", or for many other of your literacy resource needs. AdvancE is 1-800-992-2283; WPALRC is 1-800-446-5607.

Project Applications Processing Going Smoothly

BUT STILL SOME ADJUSTMENTS REQUIRED

by Chuck Holbrook, Regional Programs Section Chief and
Don Lunday, Special Programs and Projects Section Chief, ABLE Bureau

We in the Bureau of Adult Basic and Literacy Education (ABLE) would like to offer our sincere thanks to all the agencies for their timely response to the 1994-95 application for funding process and for their continued program support and advocacy throughout the coming year. Your rapid response and attention to budget constraints and guideline details save a great deal of processing time with this high volume of complex work.

The framework for receiving, reviewing, and rating your Act 143 and Section 322 proposal(s) has been renovated to better serve your area. Our information system for tracking and monitoring has been upgraded from the "stubby pencil" method to a database management system. Positive controls are in place to accomplish budget repair when needed to bring providers into compliance with guidelines. A number of steps are underway to increase our responsiveness and efficiency to your inquiries.

Now - - for the bad news. Approximately 70% of all submitted budget sheets are being returned to agencies for correction. In a few cases, the guidelines were not clear on some details with the application. In most cases, however, failure to read the guidelines lies at the root of the problem. This highlights the need once again for attention to the guidelines, administrative workshop attendance, and the value of calling your regional advisor when you are in doubt.

New correction procedures were initiated in order to enhance recovery time on the repair of proposals. If your proposals or budget form needs to be adjusted so that it complies with comptroller/guidelines, then a letter will be sent to your chief administrative officer with a copy furnished to the project director. Attached to the letter is a checklist which recommends the needed correction(s). A due date of ten working days is used to make the change and get the required response back to the Bureau.

The long awaited standard state and Federal Contracts have been mailed to agencies which have applied for funding under Act 143 or Section 322. These contracts will be joined with proposals as soon as they are completed and returned to the Bureau. Program directors should pay close attention to both the instruction sheet mailed with these standard contracts and the pages 12-14 of the Section 322/Act 143 Application Guidelines. Failure to complete the standard contract properly will result in further delay in processing the application.

The new Section 353 application process appears to have worked well; a "Letter of Intent" was used this year in place of the old pre-application. We received approximately 200 Section 353 applications. The 353 Task Force, Bureau advisors, and selected guest readers completed their evaluation of the applications in April; they are now under final review to determine which proposal will be funded. Applicants will be informed of the results of this review in the near future. Standard Federal contracts for approved Section 353 projects will be provided to agencies for execution. Again, please pay careful attention to the Section 353 guidelines and the instructions accompanying the standard contract.

A Freebie:

The Women's Program of Coors "Literacy. Pass It On" has published a series of pamphlets that communicate important information for women and they are written on the 4th-6th grade reading level. Coors is distributing the pamphlets to literacy programs along with a Tutor's Guide. For more information contact: Coors "Literacy. Pass It On," 311 Tenth St., NH 420, Golden, CO 80401.

Literacy Network Montgomery Co.

Adult Basic and Literacy Education (ABLE) programs in Montgomery County are encouraged to join The Literacy Network of Montgomery County which will hold its next meeting on June 13, 1994 at the new Wissahickon Valley Public Library, 650 Skippack Pike in Blue Bell. Time of the meeting is 1:30-4:00 p.m. This is a "grass roots" effort to share, learn and help others in the ABLE field. For more information contact Janis Glusman (215) 834-1040.

Advance, cont. from col. 1

ADULT EDUCATION CERTIFICATION

I'm for Waiting

by Clifton Edwards
(Former ABLE staffer)
PA Department of Education, Bureau of Teacher Certification and Preparation

Here's a teaser for those readers who are predisposed to finding logic in seemingly unrelated patterns of letters – QGBMGKWWLL. This configuration only has meaning to those shrewd adult education trekees that follow the PAACE. Let me break the suspense. The letters are the first consonants of the last names of the last ten Outstanding Adult Educators.

They come to mind as I read the **"Licensure"** article in the April '94 BUZZ. I figured what better starting place for a discussion on certification than an examination of those recognized as outstanding in the field. The awardees come from very diverse backgrounds, places of employment and occupations. This diversity is characteristic of much of what goes on in the broad field of "Adult Education". And it should cause even the most ardent proponents of certification a little reluctance.

The Department of Education issues three broad categories of **certificates** - administrative, support services, and instructional. These certificates **regulate public school personnel.** Exactly where the adult education certificate would fall needs to be articulated. Interestingly, none of the "Outstanding" educators are ABE/GED instructors. (Hopefully, this won't always be the case.)

I'd be in favor of requiring all of the adult education **administrators,** coordinators, and directors to complete about 24 credits, preferably at the graduate level, at selected colleges, and having their transcripts reviewed by the department prior to submitting an application. However, I'm not sure of the contents of the adult education curriculum that they should be studying. Then too, I'd be afraid that this regulation would only govern applicants employed in the public schools. Of course we could simply implement a policy to only fund ABE/GED programs in public schools like many other states.

Adult Education certification for **counselors** makes a lot of sense too. There'd be elementary, secondary, and adult counselors. The certificate could also include anyone paid to do outreach, assessment, recruitment and/or placement. The reservations about public school employees only still apply but at least it restricts the opportunities of a smaller number of people and the curriculum would be easier to develop.

The third category, **instructional** certificates, may prove to be the most difficult to define. It could be a general certificate, like the Elementary Education certificate. The candidate would have to take courses in special education, diagnostic reading, elementary math; then some methodology courses in math, reading, social studies, English, the sciences, algebra and geometry, and maybe a few foundations and psychology courses. We might be better served by making this a degree rather than a certificate.

On the other hand, it might be a subject area certificate along the lines of the GED tests. Or maybe we could reconstruct the standard secondary education subject area certificates with some remediation and counseling courses that focus on adult learning theory.

To be perfectly candid this whole adult education certification thing is a mystery to me. Like trying to make sense out of those letters, if given the time and desire I could make sense out of it. But, more often than not I find myself stuck on the old question "Where's the beef?". The cynic in me believes that "If we build it, they will come." But that doesn't justify building it.

The one thing that I'm sure of is that whether a certificate is developed or not volunteers will always do what they do. They're free to offer their services on the basis of what they know and can do.

So for now, I'm for waiting until a body of knowledge is assembled to enhance the efforts of the diversity of people that call themselves adult educators. Once that is in place the logic and implications for making it a certificate will be clearer and the apprehension and anxiety will be replaced by great expectations because the future won't look like it used to look.

Promote the Healing!

Inservice Improves Instruction

by Carol Duff, Project Director
Development Center for Adults, Lock Haven

On Friday, April 29, 1994, the Clinton County Development Center for Adults held a staff development day for adult educators from eight counties in the central Pennsylvania area. The staff development day combined the 353 special projects entitled 31, Inservice Improves Instruction and TNT, Teams Need Training and was organized by 31 project director Carol Duff, project teacher Carol Flanigan and TNT project director KayLynn Hamilton.

Barbara Morgan, Learning Disabilities Specialist at the Midwest School District, Middleburg, PA discusses ways adult educators can help adult students achieve success. (photo by Carol Duff)

Guest speakers were brought in to inform and lead discussions on topics of interest to adult educators today. Barbara Morgan, Learning Disabilities Specialist

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1994 Pennsylvania Literacy Campaign Activities Timeline*

Time	Activities
Present-June 5	Form support teams; develop marketing plan; assign responsibilities.
	Develop a "wish list" to identify priorities.
	Plan strategies to deal with influx of new adult students and volunteers.
June 10-30	Send letters to local media; follow-up with personal contact.
July 1-30	Develop plan for fundraising campaign; send PSA's to local commercial stations; order necessary materials; contact local businesses to ask for support for campaign.
August 1-30	Mobilize support teams; re-contact outdoor companies and media (camera-ready ads, video, posters, and brochures will be sent to each participating literacy organization).
September 1	Billboards going up, ads published in newspapers, PSA's air, posters up, etc.
September 6	Hold open houses; develop promotional programs, distribute give-aways.

Follow-up: send thank you letters to campaign participants.

* - excerpted and revised from Literacy Campaign Timeline

THE STATEWIDE LITERACY AWARENESS CAMPAIGN

Will *YOU* Be Ready?

Here it comes! Call it a blitz, a media campaign, a public awareness effort - - it's coming in September and NEVER, NEVER THINK YOU CAN'T MAKE A DIFFERENCE.

In addition to being the "theme slogan" behind the Statewide Literacy Awareness Campaign, the thought behind these words pertains to each of us who wants to improve our local adult basic and literacy education programs. Included with the campaign is a timeline for activities from this month through September so programs can participate at a local level in the statewide "Pennsylvania Campaign for Adult Literacy" to enhance solicitation and public awareness efforts.

NEVER, NEVER THINK YOU CAN'T MAKE A DIFFERENCE.

More than 30 members of the Pennsylvania Association for Adult Continuing Education (PAACE) Program Division, Tutors of Literacy in the Commonwealth (TLC), met for two days recently with professionals in the marketing and media fields to develop their expertise in basic marketing skills. The Marketing Literacy Conference was designed to help literacy personnel present, develop and deliver effective marketing campaigns in their local communities, prepare their local program and community to integrate their skills into the statewide marketing campaign taking place in September in Pennsylvania, and know how to approach local leaders to solicit support for their local literacy efforts.

The campaign and conference were the result of the vision of Nancy Woods, Director of Adult Literacy Advance at the Beaver County Campus of Penn State. Nancy was successful in getting the cooperation of Mellon PSFS Corporation which contributed financial support and sent their marketing representatives to meet with the literacy professionals. Other contributing sponsors included 14 Pennsylvania cable, television, newspaper and training organizations, including the Pennsylvania Newspaper Publishers Association (PNPA), that will support the free placement of advertisements during Literacy Month (September, 1994). The advertising campaign was developed free-of-charge by Pittsburgh-based Werner Chepelsky Partners, Inc.

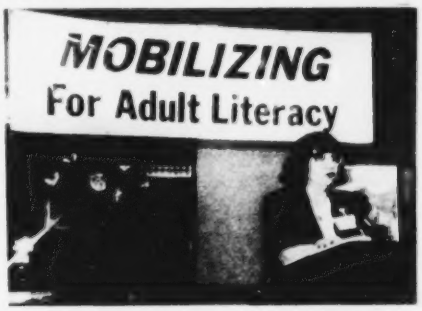
Speakers for the marketing conference were Ricki Wertz of WQED-TV in Pittsburgh, JoAnn Weinberger, Executive Director of the Center for Literacy in Philadelphia, Cheryl Keenan, Director of the Pennsylvania Bureau for Adult Basic and Literacy Education (ABLE), Thomas G. McKenna, Vice-President for Marketing of Mellon Bank and Nancy Woods.

Presenters included Dee Jay Oshry of The Pittsburgh Cultural Trust ("think of **development**, not fundraising; fundraising suggests a bandaid approach to raising money"); Richard Torbert, Mellon PSFS Vice-President ("Keep it simple - - Timing counts, build on other helpful circumstances, e.g. Valentine's Day, Mother's Day, etc. - - plan a series of activities such as spelling bees with corporate teams, a read-a-thon with celebrities, a block party for book power, etc."); Susan Morgan of the Pennsylvania Newspaper Publishers' Association ("Become familiar with the newspaper staff - who covers literacy and educational issues?; provide commentaries from tutors, students, etc., enlist their help in producing ads and running them."); George Merovich of the Outdoor Advertising Association of Pennsylvania ("contact your local outdoor [billboard] company and discuss sizes of boards available for public service, when they are available. Contact the printer for the billboard company."); Marlowe Froke, professor emeritus of Penn State University formerly with the telecommunications program there ("Education and communications are closely related in their social roles - a literate society is in the best interests of the institution of communications - tell the truth, treat media personnel with respect, be available to them"); Nancy Aponick and Bernice Sheaffer of the Pennsylvania Public Television Network and WPSX-TV ("find out who is the public relations person with television stations - - contact the station Program Director - - work with station personnel to see what they are willing to do to promote literacy"); Bill Coogie of the Pennsylvania Cable Television Association ("Contact the local cable company general manager, give dates, discuss public service announcements (PSAs), discuss production options. When asking for free advertising avoid the busy seasons - - Christmas, etc.").

Bradford Hammer of the Pennsylvania Cable Network suggested ways adult educators could use information from the State Adult Literacy Survey to make the problem of literacy meaningful to viewers. Rich Wycoff of the Pennsylvania Association for Broadcasters indicated how local programs can contact network affiliates in their areas to run PSAs. Nancy Woods discussed community involvement in the campaign.

In addition to a 2-inch thick handbook with campaign information, other materials given to conference participants dealt with the legal requirements of 501-c charitable organizations (solicitation of funds, tax-exempt status, substantiation to donors for contributions, etc.).

Challenge Grants: Mellon Bank has made available $10,000 to be awarded in amounts of $500 and $1,000 to literacy programs having a staff member at the May 11-13 Conference. These awards are in the form of Challenge Grants to support costs associated with the marketing campaign. Deadline for challenge grant proposals is June 30, 1994.



Nancy Woods, Director of Adult Literacy Action at Penn State-Beaver, opens the Statewide Literacy Awareness Marketing Training Conference.

ATTENTION ADULT BASIC EDUCATION, ENGLISH AS A SECOND LANGUAGE, AND GENERAL EDUCATIONAL DEVELOPMENT PROGRAMS: Although this campaign is generated by the Literacy Community (TLC, etc.) we strongly suggest other types of adult education programs get together with their local literacy councils and develop a coordinated program of public awareness to take advantage of the television, radio, newspaper, billboard, etc. coverage which the Statewide Literacy Campaign will generate. We are sure literacy programs planning local campaigns will be grateful for any assistance other adult education programs can provide.

Adult Education for the Homeless

Finding a Way Home

by Ella M. Morin, Adviser, Bureau of Adult Basic and Literacy Education

Marcia's baby was born while she was in jail. It was the last place to which she wanted to bring a baby. And when her sentence was up, she had no home, no family to go to with her baby.

The 4th Annual National Conference on Education for Homeless Adults was held in Columbus, Ohio, from April 24-26, 1994. The conference theme, "Empowering Through Leadership," encouraged participants to develop skills that would empower them as adult educators in creating an education environment in which the homeless adult learner would learn to bring about appropriate change and transformation in his or her own life.

At the conference, Marsha Martin, director of the Interagency Council on Homelessness (ICH), presented a summary of the activities and findings of the ICH hearings that have been held this past year across the United States. She assured the audience that the education component would not be lost in the directions that the plan to end homelessness will take in the future. This federal plan is due to be released in May and will include a detailed analysis of the problem and recommendations by which the problem will be solved. The federal government sees the priority as "home"; the homeless and the at-risk-of homelessness must have access to the "mainstream". In the past five years, seven million Americans have been homeless; 37 million live in poverty and are at risk of becoming homeless. HUD is seen as the appropriate agency through which to move the homeless into stability in the community. Ms. Martin stated that that means that everything to address homelessness must be in place in the community; through HUD the continuum would be developed, but that the people would access the local community for the services they need. Ms. Martin assured the audience that the McKinney Act would be reauthorized. Additionally, the Council is requesting that HUD's budget be doubled so that the "continuum of care" through services within the communities, as well as housing, would be provided. The aim is to integrate the services that currently come through other departments such as Labor, Health and Human Services, Education and the Veterans Administration into one program. The problem is perceived as residential instability; there is not enough housing and what there is is not affordable to some of the population.

Educational Program: The state project coordinators in their meetings discussed Ms. Martin's report in terms of what it means for the educational program currently being conducted and for the future of the educational component. It is the coordinators' earnest hope that education will be written into any plan for a continuum of care. The adult education for the homeless program is unique in that "transition", the ability to move from homelessness to stability, is the bottom line goal of the program. Education is client-centered and very much needs-oriented. The program aims to assist the homeless adult in becoming a participatory and stabilized member of the community.

> **"The homeless need the tools by which they can control and manage their own lives."**

In Pennsylvania: The news from the ICH report is not dissimilar to the news from Pennsylvania. The Commonwealth is required to submit to the United States Department of Housing and Urban Development a Comprehensive Housing Affordability Strategy (CHAS) under the National Affordable Housing Act of 1990. This plan was developed and submitted by the PA Department of Community Affairs in December, 1993, for federal fiscal years 1994-98. A section of this report deals with homelessness in Pennsylvania and contains an "Inventory of Facilities and Services for Homeless Persons and Persons Threatened with Homelessness". Since January 1987, the Casey administration has created or expanded programs in the area of homelessness. One hundred eighty million dollars in federal and state funds have been expended to serve the homeless and those at risk of homelessness. Thirty-eight programs are administered by eight different state agencies. The 38 programs and services are meant to assist and strengthen local and private assistance efforts to the homeless and include "prevention, emergency services, transitional housing, supportive services, stabilization services, and permanent housing".

The document contains data and information concerning Pennsylvania's homeless and at-risk-of-homelessness population. The Bureau of the Census counted 8,237 persons in emergency shelters in Pennsylvania on March 20, 1990. The Commonwealth does not feel it has good data on homeless who are not sheltered but is attempting to undertake a survey of all homeless facilities that provide services to homeless people in the near future. In FY 1993, the State assisted 11,988 households with housing supported by federal funds. (The number does not include federal homeless assistance and weatherization programs or state funds.) Five thousand four hundred seventeen homeless individuals and 1,419 families were assisted with transitional or permanent housing.

Housing: The 1989 Coalition on Homelessness study determined that the single greatest cause of homelessness is the inability of families and individuals to afford available housing. Affordable housing is defined generally as "housing where the occupant is paying no more than 30% of gross income for gross housing costs, including utility costs". The CHAS report contains information on the disparity between available and affordable housing. One can see, therefore, why the ICH is suggesting that HUD receive an appropriations increase when housing is seen as the greatest need.

Other Factors: The CHAS report also recognizes that homelessness is complicated by other factors such as unemployment, poverty, substance abuse, mental illness, and lack of needed social services. Although the CHAS is a planning document for housing, the plan acknowledges that human service programs can help the homeless individual. We educators who recognize the need for education as a fact must become advocates for our programs and see that education is integrated into the human services programs in our communities. Perhaps that integration and the necessary collaboration among service providers will be the keystone in meeting the needs of this special population, thereby ending homelessness in our communities.

All these studies, reports, comprehensive plans read in a very objective, practical, clinical way. Those of us who deal one-on-one, face-to-face with real people who are really homeless know that people need a roof over their heads but that they also need to know how to keep it there. If a roof leaks on us, we can move our chair to another place in the room, or we can fix the leak. The homeless need the tools by which they can control and manage their own lives. Education gives people the tools by which they can do for themselves - that is where real power lies - when people can take care of themselves, not when government agencies take care of them.

Conferences and reports do provide an arena in which we can learn from others who are working at the same tasks we are. It is important that the adult educators for the homeless maintain an awareness of the current and future issues and plans for ending homelessness since we must remain an important part of the plan. The Marcia's and people like her that we meet daily are the people we need to think about when we read or hear a federal or state report because they are the ones who need our services. They are why we do what we do in adult education.

People and Programs . . . in PA ABLE

✲ Congratulations to **Anita Pomerance**, Tutor Training Coordinator for the *Center for Literacy* in Philadelphia, for recognition of her Section 353 project, "An Experiential Whole-Language Inservice Workshop for Adult Literacy Tutors and Learners". The project was featured in the **353 Showcase** in the April, 1994 issue of the U.S. Department of Education's Division of Adult Education and Literacy which features one 353 project each month for its exemplary and promising practices.

✲ Selected as Volunteer of the Year by Laubach Literacy Action (LLA) is **Dick Pratt**, a senior volunteer with the dynamic *RSVP* (Retired and Senior Volunteer) *Program of Montgomery County*. The organization's Literacy Coordinator, **Janis Glusman**, tells us Dick will be honored at the LLA Conference in Little Rock June 2-5. Mr. Pratt has been with RSVP for six years as a literacy tutor and has been appointed to a number of community organizations including Norristown 2000, a local committee implementing America 2000 goals. Congratulations to Dick Pratt, LLA Volunteer of the Year.

✲ **Don Block**, Executive Director of the *Greater Pittsburgh Literacy Council* and Director of the Region 4 Staff Development Center, tells us the Region SD Center Coordinator, **Paul Weiss,** has left the Center and has been replaced by **Rachel Zilcosky** formerly of the Mental Health Agency in Pittsburgh. Paul, we wish you well and Rachel, welcome!

✲ Congratulations to the *Germantown Women's Educational Project (GWEP)* in Philadelphia for being selected as one of five pilot projects in Laubach Literacy Action's (LLA) "Women in Literacy/ USA" Project.

The goal of the project is to reach women, primarily in low-income communities, who are not served well by traditional programs. During the project LLA will partner with GWEP to start women's support groups for students ready to make the transition to other programs.

It will also help GWEP increase volunteer participation in its three educational programs: "Family Life and Learning", "Career Ready", and "GED Preparation" - - all of which integrate adult basic and literacy skills instruction with a focus on critical life issues.

✲ **Joan Leopold**, Executive Secretary of the *Pennsylvania Association for Adult Continuing Education* (PAACE), has had more than 15 inquiries about copies of an article by former PAACE President Victoria Fisher. The article appeared in Volume 2, 1993 of the **PAACE Journal of Lifelong Learning** and is titled "An Institutional Evaluation of Perceptions and Expectations for a Portfolio Assessment Program". It studies the use and assessment of the portfolio option in an accelerated degree program.

The **Journal** is one of the membership "perks" of PAACE (write Box 3796, Harrisburg, PA 17105).

✲ We hear that **Nancy Frazier** of the *York County Literacy Council* and her organization are working on a clever marketing idea tying together literacy and citizenship. The Council is soliciting pledges of $17.76 each and persons contributing will receive a copy of the Declaration of Independence. On July 4 the Declaration will be read on the Courthouse steps. The group has set a goal of 1776 contributions. Last year the same group received contributions over $60,000 in an "Adopt a Book" campaign. It **can** be done!

✲ **Diana Statsman** Director of Scranton Council for Literacy Advance (SCOLA), tells us she dreams of being able to purchase a comprehensive learning, assessment computerized program marketed by Josten's. She tells us the INVEST program does it all. If you are using this program, let us know. Write Box 214, Troy, PA 16947.

SCOLA's student newsletter **PEP Talk** (People Educating People) has been selected to receive an award at the LLA Conference in Little Rock June 2-5. The award will be for original written materials written specifically for New Readers.

Section 353 Research Project Summaries Available

"Research Distilled" is a 30-page publication just released which gives summaries of forty+ Section 353 projects and information concerning research in adult education in Pennsylvania and other states. Tana Reiff, project director for New Educational Projects, Inc. in Lancaster, compiled the research-oriented information as a Section 353-funded project and deals with Section 353 projects between 1989 and 1993 that employed an "experimental design".

Included are synopses of Pennsylvania Section 353 projects and those completed in other states dealing with topics in the areas of Assessment and Testing, Curriculum and Instruction, Participation and Retention and Surveys and Evaluations. Copies of the publication are available from either of the state Adult Literacy Resource Centers: Harrisburg – 1-800-992-2283 and Gibsonia – 1-800-446-5607, ext. 216.

A Year in Review for WPALRC

by Chris Kemp, Adult Literacy Resource Specialist, Western PA Adult Literacy Resource Center

The past year has been a period of exciting growth for the Western Pennsylvania Adult Literacy Resource Center. Spring 1993 witnessed the first meeting of the WPALRC Advisory Council, Center construction, and shelf collection development. Evelyn Werner, Cheryl Harmon, and the staff at AdvancE provided materials for workshops, 353 Project Reports for the shelf collection, and guidance to lead WPALRC into the world of adult education. It is with deepest gratitude that the WPALRC staff say, "Thank you for your support throughout this first year!"

Summer Institutes and Fall Workshops gave WPALRC staff the opportunity to meet tutors, teachers, and administrators from across the state. A week-long Open House, in October, marked the grand opening of the Center and materials circulation services. During the year, approximately 500 clients visited the Center and 2,000 materials were circulated. The shelf collection grew to include approximately 7,000 titles, with new materials being added each month. Monthly articles in "What's the Buzz?" highlighted Center materials and borrowing procedures.

In spite of treacherous weather, the Resource Specialist was able to provide a display for the PAACE Mid-Winter Conference and continue collaborative workshops with western regional staff development coordinators. Spring, however, provided welcome relief to travel and scheduling nightmares.

WPALRC celebrated the arrival of spring and its first anniversary with an Open House. Cheryl Keenan, Director of the Bureau of Adult Basic and Literacy Education, led two discussions, sharing the vision for the future of adult education in the Commonwealth. Evelyn Werner and Cheryl Harmon, as well as many advisory council members, had the opportunity to participate in the discussions and to tour the Center to see what their hard work had accomplished. At the same time, tutors, teachers, and administrators who had been unable to visit during the icy weather used the extended Open House hours to become acquainted with WPALRC.

Indeed, 1993-1994 has been a year of exciting growth. None of it would have been possible, of course, without the continued support of PDE staff and adult education and literacy providers across the state. Thank you, one and all, for everything you have done to make WPALRC what it is today, but please don't stop now. Your constant input will help to make WPALRC the resource center you want it to be. Come and visit, borrow materials, or schedule a staff meeting at the Center. For more information, call 800-446-5607, ext. 216.

BEST COPY AVAILABLE

Technology: New Tools in Adult Literacy

"I've viewed a number of teleconferences and most of them have been 'blah'," said one of the Pennsylvania adult educators we contacted following the Adult Literacy Technology Teleconference on April 28, "But this one was really good!"

Videoconferencing is becoming a "tool" that is being used more and more by national agencies and organizations to complement staff/professional activities in adult basic and literacy education (ABLE) throughout the country. Videoconferences have the obvious advantage of permitting persons of national stature and broad experience to be viewed, and heard, by thousands of adult educators with the only cost being the videoconference production and the fee paid to "downlink" (via satellite receiver on television) at local sites. The "interactive" concept characterized by many when describing videoconferencing is usually not what most of us expect interactivity to be, usually consisting of a few questions telephoned in from various locations and answered, to a limited degree, by the persons serving as presenters in the videoconference.

The latest Teleconference on **Technology in Adult Literacy** broke through the usually dull pattern of other adult education videoconferences and brought to a number of viewing sites in Pennsylvania some good, solid, usable information which should affect the use of Technology in a number of ABLE programs.

The "use fee" for this Teleconference was paid by the Pennsylvania Department of Education through the ABLE Bureau and at least four of the regional staff development centers throughout the state established viewing stations. Region #2 for example, had multiple sites at five locations and other centers tell us the numbers of adult educators viewing the teleconference, although not overwhelming, was "encouraging".

Technology: Despite the comment of one of the presenters at the teleconference that, "Most adult literacy programs make use of technology for literacy," the use of technology in Pennsylvania Adult Basic and Literacy Education has not been widespread. Some programs have taken the initiative and are using a number of technology-oriented systems in their instructional programs – mostly computer assisted instruction (CAI), but other uses are limited. Therefore, the introductory section of the Technology Teleconference was appreciated by many Pennsylvania viewers who were hoping for some information as to what Technology is, how it can be used in Adult Literacy and if it really makes a difference as an effective teaching tool.

The Teleconference answered these concerns and impressed us with a number of uses and benefits to adult learners which we had not considered:

- **Research and the use of technology in various adult education settings show it can improve the quality of adult learner instruction.**
- **Some of the benefits to adult students using technology are an enhanced self-image; learner controlled instruction; the learning of real-world skills (not only in literacy, but in awareness of and operation of the equipment).**
- **Increased access to instruction (CAI can be available 24 hours a day).**
- **Technology empowers adults to decide what they want to learn; they can learn what is important to them.**

Obstacles: The presenters at the teleconference were experienced adult educators and, as such, have encountered the same problems as most of us in learning about and instituting the use of technology in adult basic and literacy education programs. The lack of financial resources was, of course, given as the primary obstacle, but one panel member commented the hardware is available if adult educators would use some creativity, networking and linkages to tap into the resources of the schools ad community businesses which have computers. One obstacle commented upon in this regard, and re-emphasized by Pennsylvania adult educators with whom we spoke, is the apparent protection of "turf" by K-12 administrators and educators. Most schools have large numbers of computers sitting idle at night when most adult education classes could use them; however, many K-12 educators are reluctant to make computers available to adult education programs. A statewide survey of Pennsylvania businesses completed as a Section 353 project showed many companies are willing to make computers available to adult education programs, but adult educators must make the initial contact.

"Turf" problems and administrative concerns seriously inhibit adult education access to K-12 school computers.

Other obstacles include:

- **lack of trained staff**
- **inadequate knowledge about technology**
- **difficulty in decision-making**
- **staff resistance ("people who are used to being in control in the classroom feel challenged").**

Needs: In addition to overcoming the obstacles to the uses of technology in adult literacy, there are some specific needs expressed by adult educators if the full benefits of technology are to be felt:

- **staff development on the use of computers and other technology tools**
- **research on the effectiveness of technology for literacy instruction**
- **software evaluations.** Software is the programs which are run by the hardware (computers, VCR's, calculators, etc.). Much software being marketed for adult education was originally developed for K-12 and has varying applicability to adult instruction. "There is much good literacy software available," said one presenter.

In addition to staff development in the use of technology, there seems to be general agreement that adult educators need help in deciding what works and what doesn't.

What did Pennsylvanians Think?: We talked with some adult educators throughout the state who viewed the teleconference;

Deb Burrows of the Clinton County Coalition for Literacy in Lock Haven: "There is certainly a problem with getting funding for the use of technology. The other problem we encounter which was identified by the presenters is the unwillingness of K-12 to share. The presenters during the first half of the Teleconference had a good handle on what is going on and what our problems are, but the Teleconference was too long.

Ann Koefer at the Region 7 staff development center at Lehigh University noted the Teleconference started on the grassroots level telling what a computer does and making the point that it is OK if you don't know computers as long as you're willing to learn. She complimented the Pennsylvania Department of Education for paying the licensing fee to receive the Teleconference and felt this made it more accessible at a variety of sites. Ms. Koefer was disappointed the presenters did not address the essential issue of funding, but was glad to see the topic of technology in literacy being discussed in the Teleconference.

Beverly Smith, director of the Region 6 staff development center in Harrisburg, indicated approximately 20-25 people viewed the Teleconference at her center including a number of staff from the ABLE Bureau including Director Cheryl Keenan. Ms. Smith thought the teleconference was "terrific" and agreed with Ms. Koefer that the explanations of technology met the needs of the audience. She felt the handout available at viewing sites was well done and an excellent resource. "From a program director's point of view I came away from the Teleconference with a lot of ideas for my program."

How About You? If you are interested in viewing a videotape of the Adult Literacy

(Cont. on p. 9)

Literacy Corps

Lock Haven Literacy Corps student tutors write impressions

We recently received three letters from students of Lock Haven University who are also members of the University's Literacy Corps class. Each member of the class, taught by Deb Burrows of the Central Intermediate Unit #10's Development Center for Adults in Lock Haven, is required to tutor one-on-one with an adult as part of the course work. We thank Carol Flanigan, Tutor Coordinator for the Center and the Literacy Corps students for their letters from which we have excerpted below:

"I am a student at Lock Haven University, and I am volunteering through a class to tutor under the Pennsylvania Literacy Corps. My experience so far has been tremendous. I learn more and more every day while making a difference in another person's life.

"Beginning my tutoring was challenge in itself. When I met my student, we discussed his goals. My tutee was a man who was working on attaining his G.E.D. Diploma.

"My tutee and I have made progress throughout our time together. We have accomplished many things together as a team, and that is very important when tutoring. Every session was a new day and a whole new learning experience that we both gained from. I feel that I accomplished a challenging task, and I am happy I made a difference in my tutee's life, because he made a big difference in mine."

– Nicole Scerbo

"Being a member of the Literacy Corps Class is an experience well worth one's time and effort. You may feel hesitant and frightened at first, but give it a chance, and you'll never regret getting involved.

"I have to admit that I was very nervous going to meet my tutee. I knew nothing about his life, as he knew nothing about mine. In my mind, I wasn't really sure if I wanted a tutee who was outspoken and talkative or someone who was shy and quiet. He turned out to be a friendly, talkative young man who immediately made me feel comfortable.

"Leaving the Center after the first day, I felt a little more relaxed and confident about this challenge I had taken on. Basically I kept telling myself, 'I can't really do anything wrong as long as I try, and my tutee tries to achieve his goals'.

"My experience as a tutor has been a very positive one. Luckily for me, I was paired with a self-motivated tutee. This has been as much of a learning experience for me as it has been for my tutee. Helping and encouraging someone to better himself educationally is an unbeatable feeling that I urge everyone to try."

– Corina Wells

"Being a last semester student at Lock Haven University, I have found that volunteering my time and service to the Lock Haven Development Center for Adults is a rewarding learning experience. Volunteering to assist as a tutor has made me reflect on the many positive outcomes which outweigh the negatives.

"Of the positives, the first thing I think of is how I am helping another person attain a goal everyone has in common. This goal is succeeding, to accomplish a higher level of education and to be the best one can be.

"Another lesson I have learned is that communication and caring are two qualities any educator should have. Without these two factors, the education process is broken down, and students of any age are turned off to learning. Become a friend to your students, and don't just be a teacher to them. Share your experiences and stories with them during breaks and you'll see that their attitudes will change, and they'll want to learn more.

"I graduated this May with a major in Health and Physical Education and the time I spent with three people during this spring has shown me there is always more than one way to teach. Our goals are similar, but we all learn in different ways through various methods of our educators. Everyone is educated every day whether it be from family, friends, tutors, teachers, a new experience, television, etc. Each of us touches another through education every day. Make a difference and volunteer some time to help a person in need. Everyone will be happier.

– Cameron Reider

Teleconference, cont. from p. 8

Technology Teleconference and/or reviewing the excellent resource materials used at the viewing sites, contact your regional staff development center. Not all centers established viewing sites, but we are sure your regional center coordinator can contact one of the sites to get you the tape and guide.

As for the future there is no doubt that other Teleconferences on this and other topics of concern to adult basic and literacy educators in Pennsylvania will be available in the future.

Read our "It's a Date!" column carefully and keep in touch with your regional staff development center.

Materials for Professional Development

Penn State's Institute for the Study of Adult Literacy and the Tri-County Opportunities Industrialization Corporation (OIC) have developed a "Job Linked Skills Program" which has been used with about 270 employees of Pennsylvania Blue Shield in Camp Hill. The program is computer-based and teaches basic skills needed in insurance claims preparation and processing. It enhances workers' reading, comprehension, and writing skills in addition to teaching medical technology, problem solving and decision making.

Software and the instructor's manual are available from the Institute (814-863-3777) at cost.

LVA/IRA training materials

Literacy Volunteers of America (LVA) and the International Reading Association (IRA) have published some new materials which may be of interest to programs involved in tutor training.

LVA has announced the publication of the seventh edition of **TUTOR; A Collaborative Approach to Literacy Instruction** which deals with the learner-centered approach to adult basic and literacy education along with step-by-step instruction for tutoring basic literacy on a one-to-one or small group setting. LVA's address is 5795 Widewaters Parkway, Syracuse, NY 13214-1846; (315) 445-8000. Price of the new *TUTOR* is $12.50.

IRA's publication **The Volunteer Tutor's Toolbox** is an easy-to-read handbook written for literacy tutors teaching learners of all ages. It contains practical tips for volunteer tutors, help with literacy instruction, and information about effective literacy assessment along with other topics. Price is $12.00 from Beth Ann Herrmann, Editor, IRA Publication No. 394, IRA, 800 Barksdale Road, PO Box 8139, Newark, Delaware 19714.

National ALLD Center Moves, Publishes Guide

The National Adult Literacy and Learning Disabilities (ALLD) Center which we noted in our January, 1994 issues as having been established to "focus on the enhancement of awareness among literacy practitioners and others as to the nature of learning disabilities and their impact upon the provision of literacy services," has moved. Its new address is: National ALLD Center, Academy for Educational Development, 1875 Connecticut Avenue, NW, Washington, DC 20009-1202; (202) 884-8185.

The Center has collaborated with the HEATH Resource Center on a new guide titled **National Resources for Adults with Learning Disabilities.**

Summer Institutes

Technology! Technology! Technology! is the name of the summer institutes being sponsored by the Central Intermediate Unit Development Center for Adults on August 2-4, 1994. Designed to provide adult education teachers, administrators, counselors, clerical support personnel, tutors and volunteers with a wide variety of technology training opportunities, the three day institute will offer workshops, hands-on activities, seminars, and classes geared to varying levels of practitioner expertise. Presenters will address the wide range of technology issues now confronting adult educators both in the classroom and business office. A tentative list of topics includes:

a. Introduction to Technology for Adult Educators
b. Introduction to the Macintosh Environment
c. Introduction to the IBM Environment
d. Incorporating Technology into the ABE/GED Curriculum
e. Technology Applications for Literacy Programs
f. Multimedia application in ABE/GED/ Literacy Classrooms
g. Funding Strategies for Technology Purchases
h. Hardware Update
i. Using Technology to Facilitate Recordkeeping and Reporting
j. Utilizing Spreadsheets for Attendance Reporting
k. Networks
l. Internet Resources
m. Software/CD-ROM Overview
n. E-mail/User Groups/ Bulletin Boards
o. Accessing Teacher Pages
p. Other Topics Upon Request

The institute will be conducted on the campus of Lock Haven University and will make use of the university's computer labs and technology resources. The Lock Haven University Literacy Corps Program has cooperated with the Central Intermediate Unit to provide facilities and identify prospective presenters. The summer institute was developed by Central Intermediate Unit #10 Project Director, Debra Burrows. Ms. Burrows considers technology one of the most important issues facing adult education today. "New technologies", she says, "hold significant promise for the fields of adult education and literacy and practitioners need technology training in order to realize the full benefits that those new technologies have to offer."

In addition to the three day summer institute, project staff will provide follow-up services on technology issues as needed through project year 94/95.

The institute will be held in Lock Haven, Pennsylvania which is located in the geographic center of Pennsylvania in Clinton County. Lock Haven is easily accessible via Interstate 80 and U.S. 220. Complete directions to Lock Haven will be provided with conference registration materials.

Tentative plans call for the summer institute to provide a $100 stipend to participants who attend the entire conference. Attendees will also be provided with meals and up to two nights lodging. Transportation costs will not be reimbursed by the institute. A conference brochure and registration information should be available by June 1st. Summer institute questions can be directed to the Central Intermediate Unit Development Center for Adults at (717) 893-4038.

Inservice improves instructiion, cont. from p. 4

at the Midwest School District in Middleburg, PA, spoke on Overcoming Learning Disabilities. Ms. Morgan addressed ways to make adult educators aware of the existence of learning disabilities in their students and ways that teachers can help adult students to overcome their learning disabilities in order to achieve success in their current educational endeavors.

Mary McManus, Speech Language Pathologist, spoke to participants on Strategies for Your Students with Learning Difficulties. Her presentation provided participants with suggestions for easing the learning process for some students by providing additional educational resources, changing the environment or simply changing the color of paper on which lessons are printed. These changes, although simple and often inexpensive, make tremendous differences in how effectively adult students learn.

At the site of this summer's Institute "Technology! Technology! Technology!" staff members of the Central IU #10 Development Center for Adults in Lock Haven say, "We're surrounded by it!". From left, Carol Duff, Linda Hinman and project director Debra Burrows. (photo by Linda Hinman)

Dr. Van Igou, psychologist, presented a workshop on Teacher Burnout. Participants were instructed in how to identify the signs of burnout, determine the causes, and through discussion, formulate ways to avoid burnout.

KayLynn Hamilton, staff member of the Clinton County Development Center for Adults and project director for TNT, presented a workshop entitled Teams Need Training. Her presentation was an activity-based workshop which introduced participants to the concept and value of teamwork in the workplace.

Staff assistants for the Central Intermediate Unit #10 met for training to improve the communication among the Centre, Clearfield and Clinton county offices. The three counties are now working on a new Macintosh computer system to manage uniform attendance records and book and supply orders and to meet state reporting requirements and increase services to students. The staff assistants also explored ways of using the communications capabilities of the computer system through the use of the modem for more immediate feedback.

Each year the Pennsylvania Department of Education's Division of Adult Basic and Literacy Education Programs awards grants to public and private educational agencies and organizations for the development of special projects. The grants are funded through Section 353 of the Federal Adult Education Act of 1988. These grants are used in Pennsylvania to strengthen the adult education program through experimentation with new methods, programs, and techniques. In addition, funds are used to provide staff development for adult educators.

The staff development day held in April was the fourth in a series of staff development workshops held at the Development Center for Adults over the past two years. As the title states, inservice improves instruction. Staff development workshops provide a valuable tool for adult educators as they continue to strive to become better teachers.

"What's the Buzz?", Pennsylvania's Adult Basic Education Dissemination Newsletter, is prepared and distributed by Adult Education Linkage Services, Box 214, Troy, PA 16947 under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. It is distributed without charge to practitioners of adult basic and literacy education in Pennsylvania for the months September through June. No endorsement of the newsletter contents by PDE nor USDOE should be inferred. Adult Education Linkage Services is an Equal Opportunity employer.

News from the Regional Staff Development Centers

REGION 2 - Project STAR: Honoring Super Stars

Edie Gordon, Director; Gail Leightley, Coordinator; (814)359-3069

As the program year ends we reflect on the many happy, fun, worthwhile staff development workshops we have had and on the help of the wonderful people who made them possible.

We particularly want to recognize the following presenters for the great contributions they made to staff development in our Region this past year: Barbara Morgan who gave us a new approach to dealing with learning disabilities; Susan Antram, who taught us in the "Stress" workshop that on a scale of one to ten, we are all always "10s" and so are our students; Shirley Mattace who visited SCI Rockview and SCI Muncy to teach the inmate tutors how to match their teaching styles to the student's learning style; Debra Burrows, who taught the secretarial staff in three offices how to use computers to network and save time on record keeping activities; Rev. George Bailey — multiculturalism, Janet Shaffer — portfolios, Kathy Kline — math for the GED, and Priscilla Carman — adult education theory, who all did valuable presentations at SCI Cresson for the in-service correction educators; Linda Herr and Rosy Fry for a special demonstration workshop at the Lycoming County Literacy Project; Dr. Margaret Shaw, who helped us understand and begin using program quality indicators; Leslie Shelton and Holly Fulghum-Nutters, from California's Project READ, who showed us many ways to teach different kinds of learners; Mary Louise Gall, who took the fear out of teaching math; and Kathy Kalinosky, who provided great insights into helping students develop self-esteem. We are also grateful to the Region Five Staff Development Center for taping a workshop on "Motivation" with presenter Susanne Fisher and to Cheryl Harmon at AdvancE for bringing it to our attention so we could use it in our Region. Thanks, too, to all the downlink site providers for the PBS teleconference on technology.

Without the fantastic cooperation, assistance and hospitality of the Program Directors in the Region, the Center's staff development activities could not have occurred. We appreciate their encouragement and continuous support.

We also want to note the great support we got from the people at the Bureau of Adult Basic and Literacy Education: former Director Dr. Christopher, present Director Cheryl Keenan, Don Lundy and Helen Hall.

Of course, it would not have worked nearly as well without the communication links provided by *What's the Buzz*. Thanks, Editor Dave Fluke, for keeping our Region informed every month.

Finally, we want to extend our appreciation and admiration to the hundreds of people who participated in Project STAR activities. We know from your feedback that you gained something that helped you be better teachers and tutors.

We are now planning staff development activities for the next program year and we're excited about the many opportunities that will be provided in the Region. We look forward to working with all of you to make staff development even more successful in the future.

PAACE Sets Theme, Dates for 1995 Midwinter

The Pennsylvania Association for Adult Continuing Education (PAACE) has adopted the theme "The Question of Quality: Looking to the Future" for the 30th Annual Adult Education Midwinter Conference to be held at the Hershey Motor Lodge and Convention Center on February 8, 9, and 10, 1995.

CALL FOR PRESENTERS: Persons wishing to be considered as a presenter at the Conference should contact Conference chair Debra Shafer at (814) 865-7679 or write PAACE at Box 3796, Harrisburg, PA 17105.

REGION 6

Beverly Smith, Director; Paula Smith, Coordinator; Phone (717) 232-0568; Fax 234-7142

May was a very busy month for the staff and educators of Region 6. May began with an advisory committee meeting, at which material was distributed regarding planning for the 1994-95 fiscal year. Region 6 downlinked an excellent teleconference from KET on "The New Demographics: Our Changing Society." A videotape of this teleconference is available for loan to Region 6 programs. The Director and Coordinator attended the "Marketing Literacy Conference" held in Carlisle May 11 - 13. The three-day conference contained some very valuable marketing techniques literacy providers may want to use when promoting the Pennsylvania Literacy Campaign in September, 1994. Call the Region 6 office if your program would like more information.

A day-long "Stress Management Workshop" for program administrators and directors was held at the Radisson-Penn Harris Hotel and Convention Center on May 18. Two evening workshops on "Teaching to Cross-Cultural Learning Styles" were held at the Lincoln Intermediate Unit #12 in New Oxford and at the Catholic Diocesan Center in Harrisburg on May 23 and 25, respectively.

The date for Part II of Dr. John Harvey's learning disabilities presentation, "Dimension of Effective Educational Practice with Learning Disabled Adults," was changed to June 6. Also scheduled is a June 8 workshop to provide information to ABE/GED teachers on how their students can turn GED certificates into regular high school diplomas. A workplace literacy workshop is being planned for June 20. It will consist of two distinct workshops; setting up a workplace literacy program and methods of obtaining funding for a program through the employers. Check "It's a Date" for more details.

REGION 8

Judith Bradley, Director; Kathy J. Kline, Coordinator; Belinda Desher, Newsletter Editor, Phone (610) 971-8518, Fax (610) 971-8522

Now that your proposals are completed and filed, why not take a few minutes to meet with your staff or volunteers to determine *your programs'* needs and desires. Programs using volunteer tutors have been asked to send the center a piece of blank letterhead and mailing labels for 10% of your tutors. These items will be used to send the tutor assessment survey to a representative sampling of the volunteer tutors in Region 8. Tutors - watch your mail; if you receive a survey, please complete it and return in the enclosed envelope. Thanks.

The first Corrections Education Day was a great success. The overwhelming consensus was to have this day repeated next year and to have this day combined with the corrections education staff from Region 6. This will be held in April again next year and we look forward to increased attendance. See you there!

Several programs have contacted the Center to set up video workshops using video tapes of previous workshops staff missed the first time. This can be set up very easily. Directors, why not check your bibliography for videos of interest? Also, check the "It's A Date!" section of *What's the Buzz?* for upcoming workshops. Hope to see you there.

Kathy is in the office on Tuesday, Thursday and Friday, so don't hesitate to call if you need any information or assistance.

IT'S A DATE!

JUNE, 1994

1: **Region 3** workshop; POSTPONED TO JUNE 8. Computer Training Class; Call (717) 961-7834.

1: **Region 9** workshop; Assessment and Testing; 8:45 a.m.-12 noon; District Council 1199 C; 1319 Locust St., Philadelphia.

1: **Region 8** Workshop: How to Spark Your ESL and Adult Literacy Students; at La Comunidad Hispana, Kennett Square; 3:30-5:30 p.m. Presenter - Tom Staszewski, Adult Education Director, Braddock Campus, Allegheny County Community College; Call (610) 971-8522.

1-4: Commission on Adult Basic Education (COABE) National Conference; Phoenix. Outstanding Adult Learner Awards to be presented. Contact Karen Mills (602) 223-4280.

2-5: 1994 LLA Biennial Conference; Little Rock. Theme: "The Challenge of Change." Contact your local literacy council or Laubach Literacy Action, Box 131, Syracuse, NY 13210.

3: **Region 9** workshop; Assessment and Testing; 8:45 a.m.-noon; District Council 1199 C; 1319 Locust St., Philadelphia.

3: **Region 1** Administrator's Roundtable; Center for Adult Education, Erie; 12:00 noon. Contact Bootsie Barbour (814) 454-4474.

4: **Region 9** workshop; Teaching Writing Skills in an ESL Class. 9:30 a.m.-12:30 p.m. District Council 1199 C; 1319 Locust St., Philadelphia.

4: **Region 1** Workshop "Discover the Western PA Adult Literacy Resource Center"; presenter - Chris Kemp, WPALRC adult resource specialist; Contact Judith Elkin (814) 938-7081.

6: **Region 5** workshop; 3:30-5:30 p.m. Applied Experiences; Presenters: Dr. Shirley Woika, Tonya Hoffman, Helen Guisler, Vicky Henry; at the TIU Adult Education and Job Training Center; 1 Belle Avenue, Lewistown. Call Helen Guisler (717) 248-4942.

6: **Region 7** Advisory Board meeting; Dialogue with Cheryl Keenan. 12 noon-2 p.m.; Governor's Suite, Iacocca Hall, Lehigh University, Mountaintop Campus. Followed by "What's New at AdvancE? Presenter: Cheryl Harmon, Adult Education Resource Specialist; 2-3:30 p.m. The Tower, Iacocca Hall, Lehigh University Mountaintop Campus; Contact: Ann Koefer (610) 758-6347.

6: **Region 6** Workshop (note date change); "Dimensions of Effective Educational Practice with Learning Disabled Adults", Bishop Daley Hall, Catholic Diocesan Center, 4800 Union Deposit Road, Harrisburg; Presenter: Dr. John Harvey. Call Region 6 at (717) 232-0568 for details.

7: **Region 8** workshop: "Understanding Learning Disabilities: How Difficult Can This Be?" Wissahickon High School, 121 Houston Road, Ambler; 7 - 9 p.m. Presenter - Mary Kay Peterson, ABE Director for Elwyn Institute, SE Pennsylvania Rehabilitation Center. Call (610) 971-8522.

8: **Region 3** Computer Class (date moved from June 1). Call (717) 961-7834.

8: **Region 6** workshop:" How to Turn Your GED into a Regular High School Diploma," Carlisle Area OIC, 30 South Hanover St., Carlisle. 9 a.m. - 12 noon; Presenter: Sam Gruber. Call Region 6 at (717) 232-0568 for details

13: Meeting of the Literacy Network of Montgomery County; 1:30-4:30 p.m. Wissahickon Valley Public Library, 650 Skippack Pike, Blue Bell. Contact: Janis Glusman, (215) 834-1040.

16: **Region 3** workshop: Nurturing Self-esteem in the Classroom; At the Pink Apple, Tunkhannock, 6-9 p.m. Presenter: Kathy Kalinosky, Luzerne County Community College. Call (717) 961-7834.

18-19: **4th Annual Symposium on Literacy and Developmental Disabilities;** Durham, SC. Contact Amy Staples (919) 966-7486.

20: **Region 6** workshop: "Employer Funding for Workplace Literacy Programs"; 9:30-11:30 a.m. Presenter: Robin Darr. Site to be announced; Call Region 6 at (717) 232-0568.

20: **Region 6** workshop: "How to Start a Workplace Literacy Program", 12:30 p.m. - 2:30 p.m. Presenter: Jeff Woodyard; Site to be announced. Call Region 6 at (717) 232-0568.

20-24: **Region 7**; a 5-day, 3-credit course: Intercultural Community Building; Presenter: Dr. Stan Nowak; 8 a.m. - 5 p.m. Penn State-Allentown in Fogelsville; Contact Ann Koefer: (610) 758-6347.

22: **Region 2** workshop; Note date change. Project READ Train the Trainers. Speakers: Leslie Shelton and Holly Fulghum-Nutters; Centre County Vo-Tech; 5:30-8:30; Call Project STAR (814) 359-3069 for details.

22-23: (Note date change) **Region 2** follow-up workshops for Project READ at various locations; Speakers: Leslie Shelton and Holly Fulghum-Nutters; Call Project STAR (814) 359-3069.

28-30: **National Center for Research on Cultural Diversity and Second Language Learning Summer Institute;** University of Connecticut, Storrs. Theme: "Teaching Linguistically and Culturally Diverse Learners: Effective Programs and Practices." Contact: Center for Professional Development, U-56D, 1 Bishop Circle, University of Connecticut, Storrs, CT 06269 (203) 486-3231.

JULY

17-20: State **GED and Adult Education Administrators;** Louisville; Contact Fred Edwards, (202) 939-9400.

17-20: **26th Annual Conference, National Council of La Raza's;** Theme: Hispanic Mosaic Unity in Diversity; Miami; Call (202) 414-4270.

19-22: **International Reading Association World Congress;** Buenos Aires; Call Lynn Pyle, (800) 336-7323, ext. 219.

20, 21, 22: **SUMMER INSTITUTE:** "Adult Development and Learning: Implications for Practice"; At Penn State-Harrisburg. Contact Margaret Shaw (717) 948-6505.

27, 28, 29: **SUMMER INSTITUTE:** "Leadership Training"; At Penn State-Beaver Adult Literacy Action; Contact Nancy Woods (412) 773-7810.

AND FOR THE SUMMER OF '94 . . .

AUGUST

2-4: **SUMMER INSTITUTE** - TECHNOLOGY! TECHNOLOGY! TECHNOLOGY! Lock Haven University. Contact Deb Burrows (717) 893-4038.

10, 11, 12: **SUMMER INSTITUTE:** "ESL"; at Northampton Community College; Contact Manual A. Gonzalez (215) 861-5427.

17, 18, 19: **SUMMER INSTITUTE:** "Correction Education"; at Millersville University; Contact PDE, Wendy Mongold (717) 783-9203.

24, 25, 26: **SUMMER INSTITUTE:** "Counselling Issues: For Teachers, Counselors and Support Staff." Site to be announced; Contact Carol Molek (717) 248-4942.

24-27: **Adult Literacy and Technology Conference;** Atlanta Marriott Marquis, Atlanta, GA. Focus: The technology of the present and the future as it impacts on adult literacy efforts across the nation. Contact: Georgia Tech Continuing Education, PO Box 93686, Atlanta, GA 30377 (404) 894-2547.

SEPTEMBER: LITERACY MONTH IN PENNSYLVANIA!

AND NEXT FALL AND WINTER, 1994-1995 . . .

September 21-23: **14th Annual National Rural Families Conference;** Kansas State University, Manhattan, KS. Contact Kansas State University, 241 College Court Bldg., Manhattan, KS 66506.

September 23, 30, October 1, 1994: **1994 National Association for Adults with Special Learning Needs Conference;** Philadelphia. Contact Dr. Richard Cooper, P.O. Box 716, Bryn Mawr, PA 19010.

October 6, 7: 25th Anniversary Symposium of the Coalition of Adult Education Organizations (CAEO), Roslyn, VA. Contact AAACE, 1200 19th St., NW, Washington, DC 20036.

October 20-21: The Portfolio Process in Assessment and Instruction Institute; Atlantic City, NJ. Designing and implementing a portfolio assessment and instruction program. Contact Ruth Culham or Vicki Spandel (800) 547-6339, ext. 564.

October 8: **Pennsylvania Adult and Continuing Education Research Conference;** co-sponsored by Penn State and Indiana University of Pennsylvania; To be held at the Penn State Center for Continuing and Graduate Education, Monroeville. Purpose: To promote the development and use of research in adult and continuing education in Pennsylvania. Contact Anne Rockwell or Drucie Weirauch (412) 372-4095.

November 1-4: **AAACE 1994 Adult Education Conference:** Nashville, TN; Contact AAACE at 1200 19th Street, NW, Suite 300, Washington, DC 20036. (202) 429-5131.

February 8-10, 1995: 30th Annual Adult Education Midwinter Conference, Hershey. Contact PAACE, Box 3796, Harrisburg, PA 17105.

ABOUT THE '94 SUMMER INSTITUTES

In the "It's A Date!" section we have noted the dates and places for the six summer institutes to be held in July and August. These are *excellent* opportunities to improve your professional knowledge in a pleasant, relaxed, but educational atmosphere. Persons selected to attend (attendance is limited) will be paid a stipend and their room and meals will be provided without charge. Contact names and addresses are given so if you are interested call the contact person today!